DOCUMENT RESUME

ED 293 009	CE 049 965
TITLE	Job Placement Systems for Older Workers. Volume Two: A Planning Framework. Placement Tools and Techniques.
INSTITUTION	National Caucus and Center on Black Aged, Inc., Washington, DC.
SPONS AGENCY	Administration on Aging (DHHS), Washington, D.C.; Department of Labor, Washington, D.C.
PUB DATE	[88]
CONTRACT	90AM0160
NOTE	137p.; For volume one, see CE 049 964. Also sponsored by Pizza Hut of America and the National Bank of Commerce.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Case Studies; Delivery Systems; Displaced Homemakers; *Employment Programs; Federal Programs; *Job Placement; Job Search Methods; Job Training; *Older Adults; Program Administration; *Program Effectiveness; *Program Implementation
IDENTIFIERS	*Job Training Partnership Act 1982; *Older Americans Act 1965 Title V

ABSTRACT

This volume is a continuation of Volume One of a technical assistance guide on job placement systems for older workers. The focus of this volume is on program operations and planning a job placement system for older adults. This volume consists of two chapters. The first chapter presents a general planning framework for designing and managing older worker placement systems. The seven-step model prescribes (1) assessing the local situation; (2) setting goals and objectives; (3) designing program services; (4) designating participant flow; (5) selecting staff; (6) operating the program; and (7) evaluating the program. The second chapter presents information on placement tools and techniques used by older worker programs that have been successful in placing older adults. The focus of this chapter is on assessing the skills and abilities of the older participant and developing an employment plan that will result in a private-sector job for the participant. Techniques encompass recruitment and outreach networking, intake, assessment, supportive services, basic education, job search and occupational skills training, job development, and follow-up. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED293009

Job Placement Systems

for

Older Workers

◆

Volume Two: A Planning Framework

Placement Tools and Techniques

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
L Crecy
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE049965

National Caucus and Center on Black Aged, Inc.

Sponsored By:

U.S. Administration on Aging

U.S. Department of Labor

Pizza Hut of America

National Bank of Commerce

Published By:
National Caucus and Center on Black Aged, Inc.
1424 K Street, N.W., Suite 500
Washington, D.C. 20005
(202) 637-8400

Samuel J. Simmons, *President*
Larry Crecy, *Vice President*
Brenda Lester, *Project Director*

Gary Moore, *Consultant*
Dorothy Bauer, *Consultant*
Alfred Simons, *Consultant*

Cristabelle Newton, *Word Processor*
Mildred Parker, *Word Processor*
Barbara West, *Project Secretary*

FORWARD

The National Caucus and Center on Black Aged, Inc. acknowledges and expresses appreciation to the U.S. Administration on Aging and to the U.S. Department of Labor for financial support to conduct a study of job placement systems for older workers and for publication of this two-volume report.

This volume is dedicated to the memory of Dorothy Bauer, a consultant to this study, who during her career had a significant impact both at the policy and service level in the field of employment for older workers. Her dedication, energy and expertise over the years was an inspiration to all those who worked with her. The aging and employment network will miss her valuable input and judgment.

NCBA appreciates the opportunity to publish this second volume of the technical assistance guide. We are hopeful that it provides the technical information that will be useful to practitioners across the country.

This publication was prepared under contract to the U.S. Administration on Aging, No. 90AM0160, with joint sponsorship with the U. S. Department of Labor via an Interagency Agreement. Contractors undertaking such projects under government sponsorship are encouraged to freely express their opinions. Points of view or opinions do not, therefore, necessarily represent the official policy or position of the U.S. Administration on Aging or U.S. Department of Labor, but are those of the authors.

Samuel J. Simmons
President

INTRODUCTION

Volume Two is a continuation of Volume One of a technical assistance guide on job placement systems for older workers. Volume One contains the study's research findings, case studies on exemplary programs, and program models. The focus of Volume Two is on program operations, and planning a job placement system for older adults.

Volume Two consists of two chapters. Chapter VII presents a general planning framework for designing and managing older worker placement systems. Chapter VIII presents information on placement tools and techniques used by older worker programs that have been successful in placing older adults. The focus of Chapter eight is on assessing the skills and abilities of the older participant and how to use the information gained during the assessment process in developing an employment plan that will result in a private-sector job for the participant.

Practitioners can use both volumes of this technical assistance guide as a resource on state-of-the-art practices being used by successful older worker programs. References to case studies and sections of Volume One are made throughout Volume Two. Names of contact persons and their addresses are provided at the end of each case study in Volume One and in some sections of Volume Two to promote networking among programs and an exchange of ideas and information.

NOTE: THIS HANDBOOK IS NOT AN OFFICIAL POLICY GUIDE OF THE U.S. DEPARTMENT OF LABOR. ANY QUESTIONS ON THE LAW, RULES, AND REGULATIONS FOR THE EMPLOYMENT AND TRAINING OF OLDER WORKERS UNDER THE SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP) AND JOB TRAINING PARTNERSHIP ACT (JTPA) SHOULD BE ADDRESSED TO THE APPROPRIATE OFFICIAL.

TABLE OF CONTENTS

VOLUME TWO: A Planning Framework
Placement Tools and Techniques

Page Number

Forward i

Introduction ii

Chapter VII

DESIGNING AND MANAGING OLDER WORKER PLACEMENT SYSTEMS VII-1

- A. Designing and Managing a Job Placement System VII-1
- B. Planning and Program Design VII-6
  - 1. Opportunities: Assessing the Local Situation VII-9
    - a. Organizational Priorities VII-10
    - b. Assessing Weaknesses, Building on Experience VII-10
    - c. Local Funding Options VII-12
    - d. Community Resources VII-15
    - e. Availability of Training Institutions VII-15
    - f. Labor Market Conditions VII-16
    - g. Characteristics of the Older Population VII-17
  - 2. Setting Goals and Objectives: Measures of Progress VII-19
  - 3. Designing Program Services VII-20
    - a. Target Populations VII-20
    - b. Length and Format of Training VII-21
    - c. Size of Program VII-22
    - d. Staffing Needs VII-22
    - e. Building a Budget VII-23
    - f. Pricing VII-23
  - 4. Designating Participant Flow VII-24

Chapter VII (cont'd) **Page Number**

5. The Inside Job: Selecting and Managing Staff VII-26
    a. Good Programs Have Good Managers VII-26
    b. Selecting Other Staff VII-28
    c. Staff Training VII-28
    d. Internal Communications and Organization of Staff VII-29

6. Putting the Placement Program Into Operation VII-30
    a. Working With Participants VII-30
    b. Working with Employers VII-31
    c. Working with Other Organizations and Agencies VII-34

7. Evaluating the Placement Program VII-35
    a. Management Information Systems VII-35
    b. Long-Term Planning VII-36

Chapter VIII

PLACEMENT TOOLS AND TECHNIQUES VIII-1

A. Recruitment and Outreach VIII-3

B. Networking VIII-4
    1. Examples of Networking VIII-6
    2. A Model for Networking - Los Angeles Council on Careers for Older Americans VIII-7

C. Intake VIII-8

D. Assessment VIII-10
    1. Six Steps to Successful Assessment. VIII-13
    2. How Groups Can Facilitate the Assessment Process VIII-47
    3. Simple Systems for One-on-One VIII-48
    4. Computerized Assessment Systems VIII-49

Chapter VIII (cont'd) **Page Number**

E. Supportive Services VIII-51

F. Basic Education VIII-53

G. Job Search Skills Training VIII-54

H. Occupational Skills Training VIII-64

  1. On-the-Job Training VIII-65

  2. Classroom Training VIII-69

I. Job Development VIII-72

  1. Tier I -- Marketing Older Workers to Employers .VIII-72

  2. Tier II -- Job Development for Individual Participants VIII-80

J. Follow-up VIII-85

Appendix A

Definitions A-1

CHAPTER VII

DESIGNING and MANAGING OLDER WORKER PLACEMENT SYSTEMS

What is a SYSTEM?

The Webster's Dictionary defines a system as:

> **"a set or arrangement of things so related, or connected as to form a unity or whole."**

NCBA's field research on job placement systems for older workers reaffirmed that nearly all aspects of placement programs were interrelated, like pieces of a puzzle. Although this study was not designed to assess management techniques, certain management characteristics for effective programs were observed repeatedly.

In many respects, a successful older worker program resembles other successful programs. In general, managers of these programs have clearly defined goals and systematically work to achieve those goals. Effective managers, for example, are not afraid to make adjustments to achieve stated goals. They recognize the strengths of their staff and plan their programs to build on these attributes.

This chapter reviews some basic ingredients for an effective older worker job placement system, no matter what the funding source is or the program model being used. These elements form the framework for the delivery of placement services.

These components include appropriate program planning design, selecting and managing staff, working with other organizations and the general public, maintaining management information systems, tracking the local labor market, developing a follow-up system, and program evaluation. The following chapter discusses the organization and delivery of specific services for older workers (intake, assessment, counseling, training, job development, etc.) within the job placement system.

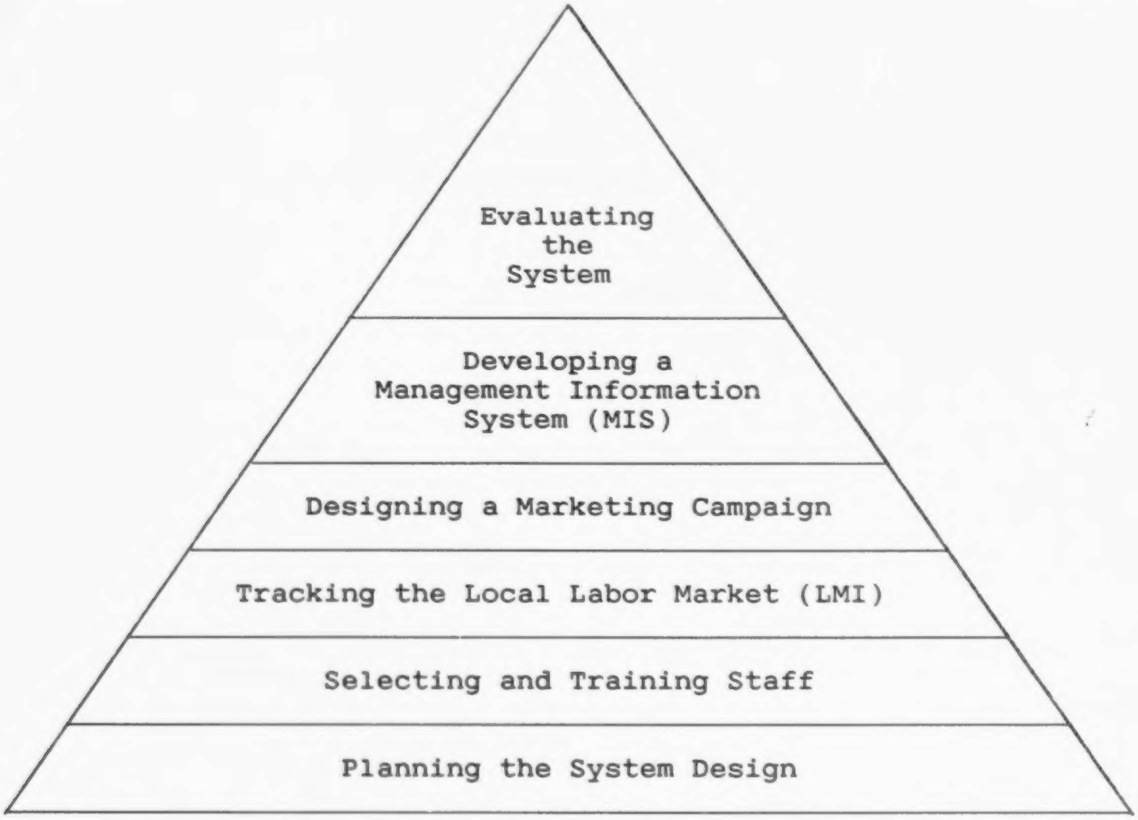
A. Designing and Managing a Job Placement System

A successful job placement program is more than a set of services. It is a **system** of services and supporting activities to enable older workers to find unsubsidized jobs.

As one program director said: "Good program operators don't just care about their participants. They care enough to do things right. Many of those who end up managing these programs have a social service background. They are very experienced in helping people on a one-on-one basis. Of course, the first requirement of a successful older worker program is that you have to like working with older people. You have to believe that the participants are capable of being successful in the job market and that helping them get a job is the most important thing you can do for them."

"But," she added, "to do things effectively also requires working with numbers as well as people; working with employers; developing and managing a budget; managing staff; selling the program; and a dozen little jobs most of us were not trained to do. But most of all `doing it right' requires setting up a system to smoothly and effectively complete those little jobs so that it adds up to getting the big job done."

In general, the successful older worker programs identified in this study were systematic in their approach and workings. The program operators recognized this system consisted of interlocking components that form a whole. If one part doesn't work - or doesn't mesh with others - the whole process can come to a grinding halt.


Evaluating the System
Developing a Management Information System (MIS)
Designing a Marketing Campaign
Tracking the Local Labor Market (LMI)
Selecting and Training Staff
Planning the System Design

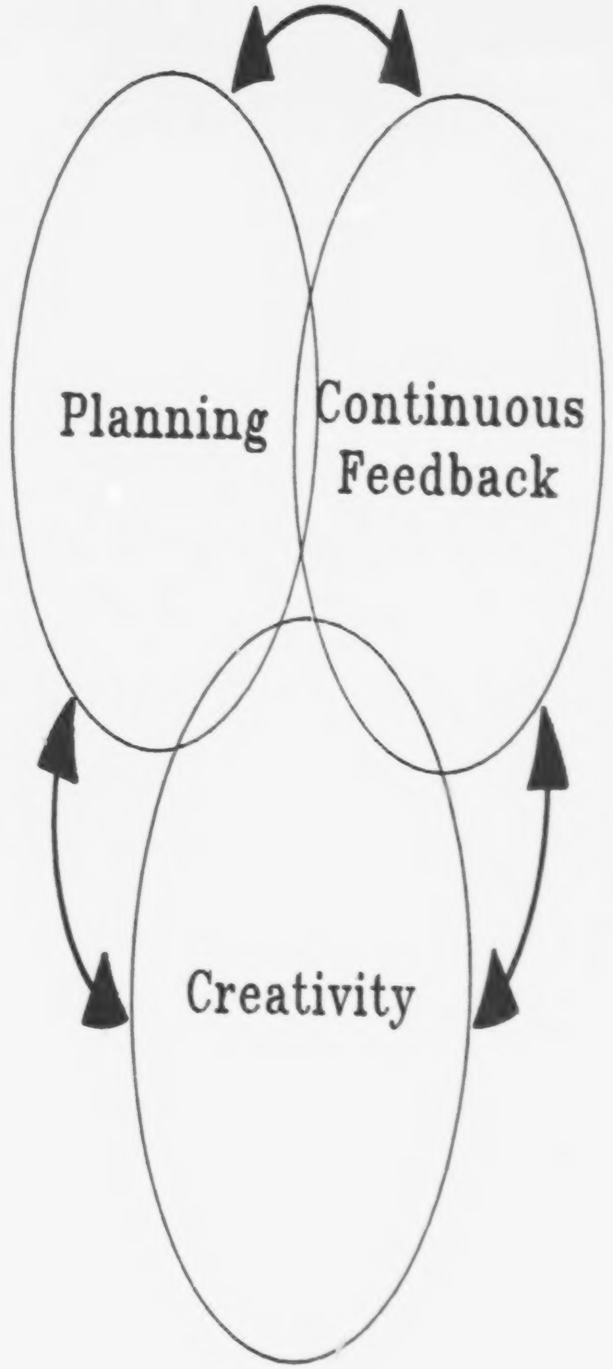
In a system, all parts are linked, and work together. From initial planning through program operations to the follow-up process and evaluation, the pieces are related. The activities in one component not only lead to the next, but also frequently overlap at the same time. "Sometimes it seems like a juggling act," says one program manager, "If we drop one ball, the others will fall too." Effective planning is indispensable for a successful system, but other ingredients are essential. The system must be dynamic, creative, and multi-directional.

Additionally, an effective system must be flexible and responsive to change. NCBA researchers repeatedly identified assertive creativity as an essential ingredient for success in establishing and maintaining an effective placement system. This is variously described as an "entrepreneurial attitude," a "commitment to trying new ideas," and a "willingness to break old molds, if what we are doing doesn't work". Quite often, it was the driving force which propelled many programs to serve older workers successfully.

This quality was observed among effective program managers, who typically encouraged similar creativity among their staff. As one director said, "One of the requirements of working for this program is that you have to be able to see possibilities that other people may not recognize. The only way we can get the job done is to let the staff find the opportunities in their area and explore them."

Figure 7-1

A DYNAMIC SYSTEM


Planning
Continuous Feedback
Creativity

To achieve continuous feedback within a functioning system, two basic developments must occur simultaneously. One is the program activity--service delivery and follow-up. The other is monitoring the activities through the systematic collection and analysis of information. The latter is done formally through a management information system (MIS) and informally through regular feedback from staff, employers, and participants. Successful programs rely on both because the formal method provides facts and the informal approach provides another barometer for determining the future direction of the program.

The formal and informal methods occur in different mixtures, depending upon the size of the program and the inclination of the manager. In general, successful programs do not ignore one or the other. An over emphasis on the informal method makes it difficult to observe patterns and trends that are revealed by a management information system. Complete reliance on a formal system usually makes it difficult to assess accurately what is happening at any given time in the program.

The maintenance of both a formal and an informal feedback system not only strengthens the internal operation and responsiveness of a program to changing situations, but it also provides for better accountability. This is beneficial for all concerned parties--employers, funding agencies, potential applicants, and the general public -- because they want to know what the program is accomplishing and whether it is achieving stated objectives.

B. Planning and Program Design

This section discusses the crucial elements for "putting the pieces together for an effective program design". The importance of planning in program design cannot be overstated. Ginger Campbell, who is with the Eureka AARP Title V program tells her enrollees, "If you don't know where you are going, you won't be happy when you get there." This principle applies to program design as well as for the participants.

Even with careful planning, unexpected crises will arise. Without planning, every day can become a crisis and the program soon loses its direction and effectiveness.

Planning and program design can be difficult, especially for individuals with no experience in operating an older worker placement program. Dorothy Bauer, a former director for the National Council on Aging's SCSEP program, said: "It takes at least two years for a program to put all the pieces in place."

For this reason, several experienced program operators suggested that new programs should begin modestly and then build upon their achievements as they gain experience in program operation. They stress that this is a sound guiding principle, even if the ultimate objective is to develop a program serving many participants with a wide range of services. If this approach is taken, mistakes are usually less costly and corrective action can be taken more easily than for a large complex operation.

Similarly, those seeking to improve or expand upon existing programs are advised to build on their strengths rather than completely abandoning a program model.

Field research on successful placement programs identified seven steps in planning a job placement system, including:

1. Assessing the local situation;
2. Setting goals and objectives;
3. Designing program services;
4. Designating participant flow;
5. Selecting staff;
6. Putting the placement program into operation; and
7. Evaluating the program.

Figure 7-2

PLANNING A JOB PLACEMENT SYSTEM

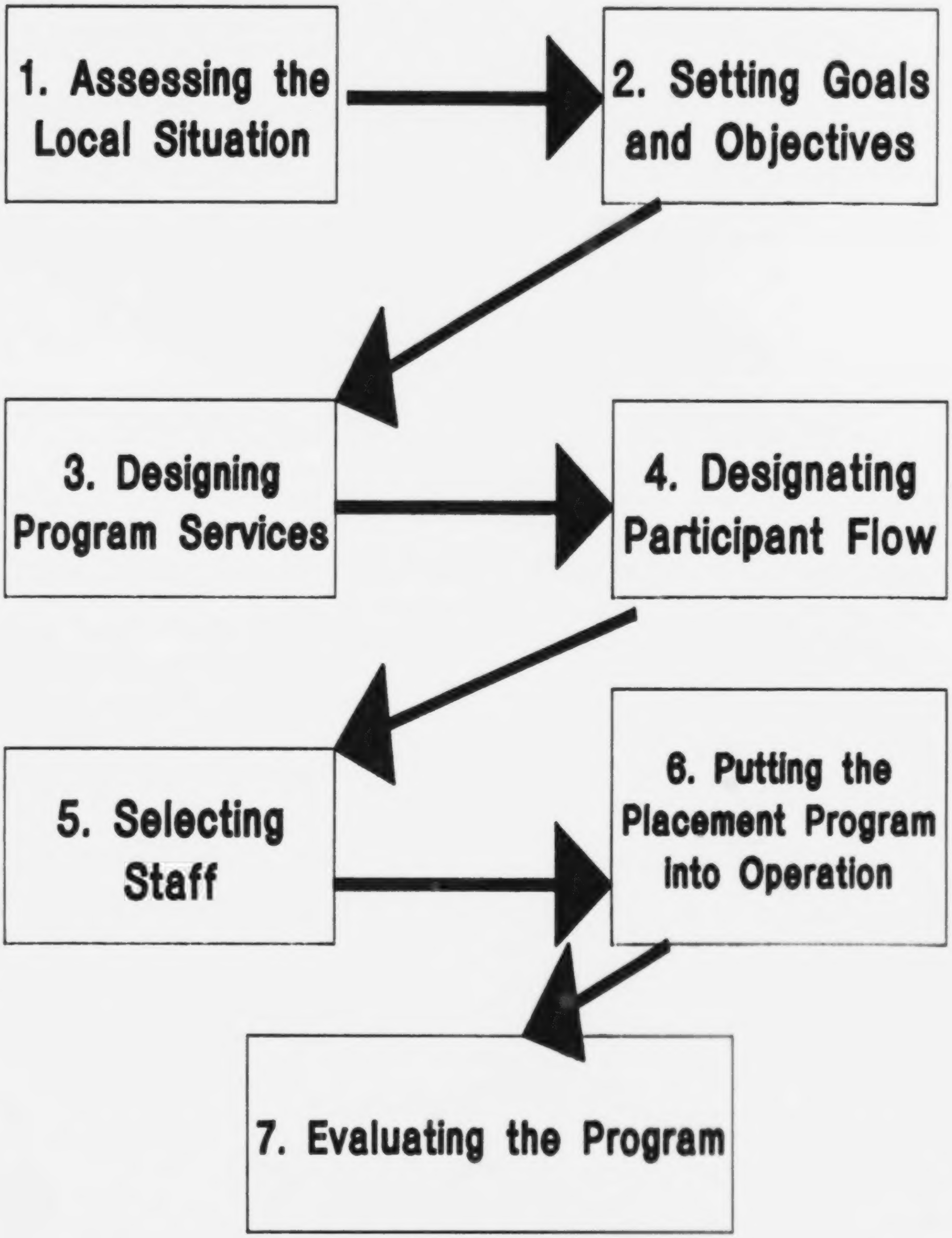
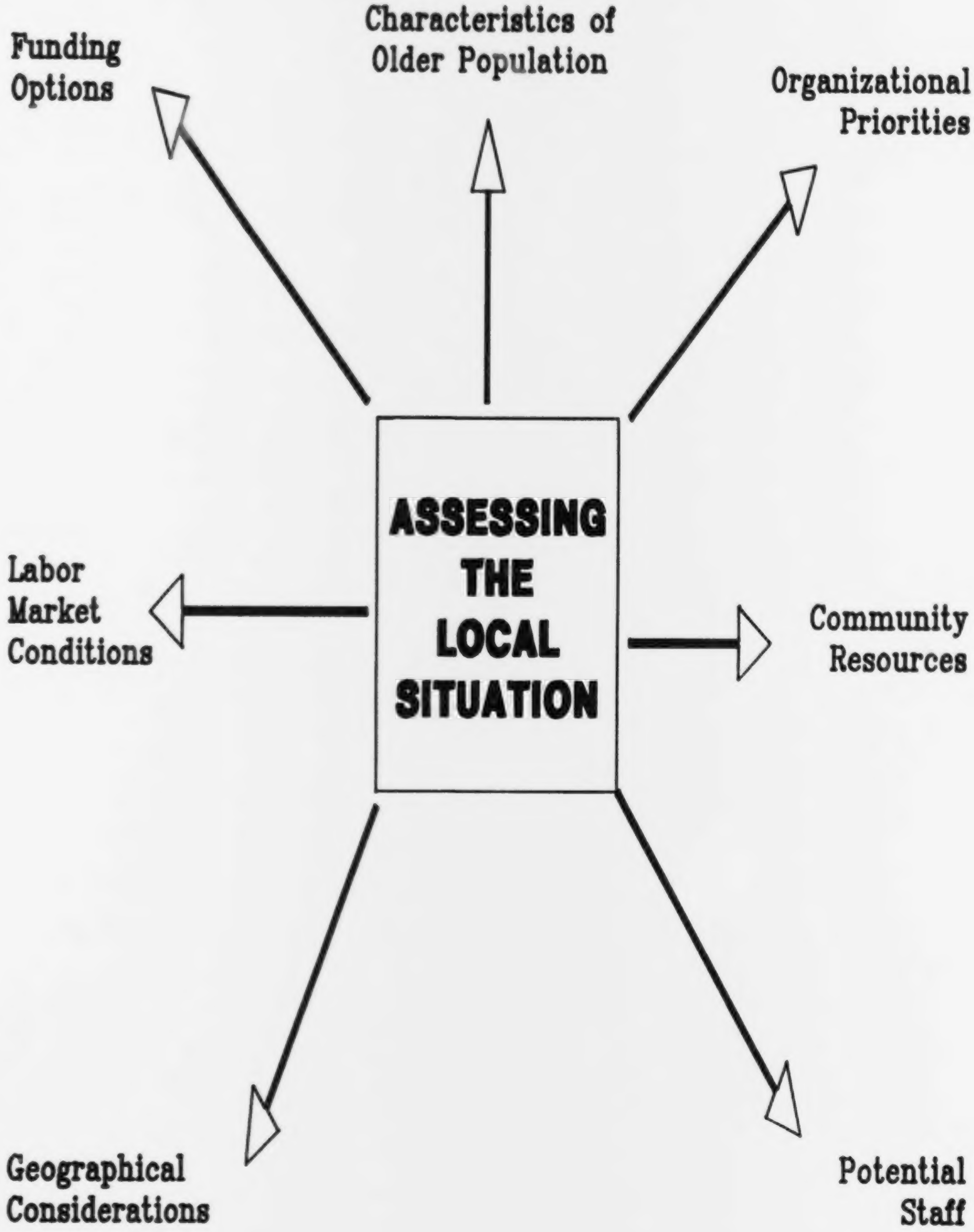

1. Assessing the Local Situation
2. Setting Goals and Objectives
3. Designing Program Services
4. Designating Participant Flow
5. Selecting Staff
6. Putting the Placement Program into Operation
7. Evaluating the Program

Figure 7-3


Characteristics of Older Population
Funding Options
Organizational Priorities
ASSESSING THE LOCAL SITUATION
Labor Market Conditions
Community Resources
Geographical Considerations
Potential Staff

1. Opportunities: Assessing the Local Situation.

There is no one perfect program model for a successful placement program for older workers. The NCBA study found that success can occur in a wide variety of settings with an appropriate program design, whether a program operates in an area with high or low unemployment, an urban or rural setting, or with large or small organizations.

If successful program operators are creative in recognizing opportunities, this is often because they are responsive to local circumstances. In theory, there are a wide range of options. In practice, there are a limited set of options that best fit the local situation. Identifying these options -- both internal and external--is the first task of program design.

The internal circumstances include the priorities and commitments of the sponsoring organization, existing employment and training activities of the organization, other programs operated by the organization, and the overall resources and size of the organization.

The external circumstances include the amount of available funding, the existence of or lack of support services, the availability of training facilities, the size of the labor market (urban, rural), local economic conditions (growing, declining, one industry or diversified), and local demographics (the number and characteristics of older workers).

Internal Factors

---Organizational priorities
---Existing employment and training activities
---Other programs being operated
---Overall resources and size of organization

External Factors

---Available funding
---Existence of or lack of support services
---Availability of training facilities
---Size of labor market
---Local economic conditions
---Local demographics

a. Organizational Priorities. The mission and goals of the sponsoring organization, the attitude of the organization's leadership, and other factors will almost certainly shape the type of program developed, at least initially.

The study found that a major factor in the success of job placement programs was strong support from the sponsoring agency and its management. Program managers repeatedly stressed that they relied heavily on the firm support and understanding of the parent agency. Organizational priorities can greatly influence the program model chosen. For instance, an agency with multiple sources of funding may wish to integrate its services for older workers into a comprehensive system.

If the program designer fails to take these factors into consideration, misunderstandings and conflicts over priorities are likely to occur once the program is under way. The study found that successful program managers appeared to know how their program fit within an organizational structure and within its priorities even for programs operating in organizations with markedly different priorities.

b. Assessing Weaknesses, Building on Experience. Effective programs seemed to build from their strengths and were conscious of the areas where they lacked experience. Program operators repeatedly stressed the importance of assessing the program's basic strengths and weaknesses in delivering job placement services for older workers. The overall approach to program design differs significantly if an organization has no experience in operating an employment program for older workers, is overhauling an existing program when a new system must be established, or is simply adding new components to an existing program.

One major pitfall encountered during the initial stages of the JTPA program was that some states allocated the JTPA 3% older worker setaside funds to service delivery areas or program operators who had little contact with older workers, although they had extensive experience in operating placement-oriented job training programs. Alternatively, some states contracted for services with agencies in the aging network which had considerable contact with older workers, but little experience with training and placing workers in unsubsidized jobs.

In both cases, many program operators failed to recognize that they needed to build a new system to address their areas of weakness. For example, many SDA's had difficulty recruiting older participants, and aging network programs struggled to find appropriate training and placements for the participants.

However, there are successful programs operated by both types of agencies. The agencies with strong job development experience have addressed the recruitment problem. Those with strong ties with the elderly have addressed the training and job development problems. The following are questions that need to be answered when designing a new job placement system, restructuring a current system, or adding new components to an existing system:

I. Designing a New Placement System

1. What is to be accomplished by the new placement system?
2. What are the strengths of the organization that could be used to plan and implement the new system?
3. What are the available resources for funding?
4. Are there ways to start small and expand as experience is gained?

II. Restructuring a Current Placement System

1. What must a new system accomplish that the present system can not?
2. What are the strengths of the current system?
    - Staff knowledge and skills
    - Recruitment procedures
    - Working with training institutions
    - Relationship with employers in the community
    - Obtaining other resources for participants
    - Follow-up system
    - Prior evaluation
3. Where are the problems in the programmatic areas?
4. What should be done to resolve these problems?
5. What are the strengths and weaknesses of the staff?
6. How can a new system be developed to fully use the expertise of the staff?
7. What kind of training is needed for staff growth and development required by a new system?
8. What resources are available to facilitate the design of the new system?

III. Adding New Components to an Existing System

1. What are the strengths and weaknesses of the present system?
2. What new components need to be considered to improve the present system?
3. How will these components mesh with existing ones?
4. Will the staff need training to implement the new components?
5. What will be the objectives of the new components?
6. How will these new components be evaluated?

c. **Local Funding Options.** There are a variety of funding opportunities, but these options differ greatly from community to community. The type of program developed is definitely shaped by the available funding to the local agency. If the agency is not currently a Title V sponsor, it may not be possible to become one. Similarly, depending on the policies of the state, the JTPA 3% funds may be limited in a given area or already committed to other agencies.

In any event, public sources of older worker placement program funds are rarely available in large amounts. Private sources, including the United Way, sometimes are available to provide supplemental funds to support additional services and/or to serve a larger number of participants.

Nevertheless, many programs operated successfully with small grants by making the most of existing internal and external resources and building a strong track record in placing older adults. The larger programs often had multiple funding sources developed over a period of years. Funding constraints underscore the importance of tapping other sources of services and training, even during the initial stages of the program.

The following sample list of funding sources is being used with the permission of Kathy Lewis, Director of the GROW program for the Regional Council on Aging in Rochester, New York. Ms. Lewis prepared this material for the Regional Older Worker Conference which was held in Dallas, Texas in April, 1987. GROW is featured in Case Study #2 of the JTPA 3% program case studies in Volume One of this guide. GROW uses a wide variety of funding sources to support various programs, and it serves a large group of older workers. This comprehensive list may be helpful for program operators in their review of potential funding sources.

Workforce 2000: Profiting from Experience

Coordination/Linkages Workshop: Other Funding Sources

Currently receive	Want to utilize	
		Sources of Government Funds
________	______	Title V
________	______	Title V 502e
________	______	JTPA 3% set-aside
________	______	JTPA adult/youth (78%)
________	______	JTPA Dislocated Worker (Title III)
________	______	JTPA Other sections ____________________
________	______	Local/State Government Funding
________	______	Other: ________________________________
		Non-governmental Funding Sources
________	______	Foundations
________	______	Corporations
________	______	Service Organizations
________	______	Subcontract with Schools, Agencies, etc.
________	______	Other________________________________
		Fee Structure
		A. To clients for
________	______	Resume preparation
________	______	Up-front or membership charge
________	______	Seminars or courses
________	______	Placement fees
________	______	Counseling

________ ________ Other____________________________

B. To Employers for:

________ ________ Finder fees or requested contributions

________ ________ Subscription to client skills roster

________ ________ Outplacement services

________ ________ Leased or temporary workers

________ ________ Other____________________________

C. To Other Organizations for:

________ ________ Workshops

________ ________ Staff Training

________ ________ Space/Copier/Computer Rental

________ ________ Other____________________________

Other Revenue-Generating Activities

________ ________ Direct Public Solicitation

________ ________ Special Events

________ ________ Coffee Fund/Pop machine

________ ________ Other____________________________

________ ________ ________________________________

________ ________ ________________________________

________ ________ ________________________________

The following list of questions may also prove helpful.

FIVE QUESTIONS TO CONSIDER IN SELECTING A FUND RAISING STRATEGY

1. What do we do best?
   (And what else do we do well?)
2. What unmet needs exist in our community that we could fill?
3. Who is our competition?
4. What is the "going rate"?
   What are our costs?
5. Will this venture add or detract from our Mission?

Source: Katherine Lewis, Director, GROW programs of the Regional Council on Aging, Rochester, N.Y.

d. **Community Resources.** If the program designer has a clear understanding of available training resources and support services in the community, the program can respond more effectively to the participants' needs. Obtaining needed services from outside agencies can be much more cost effective than providing the services in-house, but this requires careful coordination and constant work with the staff of those agencies--a fact that must be considered in the design of the program.

> **Example:** Vermont Associates for Training and Development shares office space with other community agencies to reduce administrative costs and to provide access to other services to participants.

e. **Availability of Training Institutions.** Programs providing occupational skills training often depend upon outside training institutions to provide the actual vocational skills training. These training institutions need to be flexible and willing to accommodate the needs of older workers.

However, in some areas, these institutions are not available or cannot assist older adults. While many programs have successfully set up their own in-house training programs (e.g., home health aides, clerical skills training), most did not provide a wide range of training options without the cooperation of outside educational and training institutions.

Example: Rural Older Worker Employment Service (ROWES) in Brattleboro, Vermont (Case Study #21).

ROWES had a number of older women in its program who had good typing skills, but no word processing experience. ROWES did not have funding to purchase computer equipment, or to hire a trainer. They contacted the local vocational education institute about setting up a word processing class for older workers. The institute agreed to supply the computer equipment, classroom space, and a trainer if ROWES recruited the trainees to fill the class.

Example: TARGET program in Seattle, Washington (Case Study #6).

TARGET provides employment and training services with a variety of funding sources and serves adult workers of all ages. TARGET is operated by the Washington Department of Employment Security, Special Projects Division. It bids on contracts with a local training consortium, consisting of seven community colleges and two vocational technical schools. TARGET administers the program and the schools provide the training.

Example: AARP Title V Program in Spokane, Washington (Case Study #15).

The AARP project in Spokane works closely with local adult education programs. Adult education sponsors "Workshops on Wheels." AARP provides the classroom space and refers 12 to 15 interested people to receive the training. The adult education program provides the trainers and written materials. Some examples of this training include: How to start a business in your home, introduction to computers, speed writing, and general office skills.

f. Labor Market Conditions. This study did not find that local unemployment rates greatly affect the success of placement programs. However, other factors do impact on program design such as the size of the labor market (whether it is a small rural area or a booming sunbelt city), the number and type of industries, the occupations in demand, or whether major industries are growing or declining. These factors affect job development strategies, training options, the type and number of job opportunities, and even the availability of qualified staff for a program.

g. Characteristics of the Older Population. Successful programs respond to the needs and desires of the participants and potential applicants. They create a demand for their services by meeting these needs and desires.

A program in a locality where most of the potential participants have relatively low educational levels and little work experience presents a marked contrast to a program in an area with a relatively well-educated population and a healthy economy. The study found that programs can be equally successful with both populations if the different characteristics of the clients were properly taken into account from the beginning.

The desires of the older population may also affect the program design. An objective analysis of the labor market may indicate a demand for highly trained computer programmers but the clientele may prefer short-term skills training. This leaves the program operator with clear options: either to develop strategies to overcome participant reluctance to enter training or to switch to job development and immediate job search for available occupations for most of the participants after considering their existing skills. Many programs compromise by making occupational skills training available to interested participants and emphasizing job search for the remainder.

EXAMPLES OF ADAPTATIONS TO THE LOCAL CIRCUMSTANCES

Example: Upper Cumberland Human Resource Agency-
Algood, Tennessee.

This agency serves an extensive 14 county area of north central Tennessee with an average unemployment rate exceeding 11 percent. It is the local JTPA Service Delivery Area administrative entity which provides employment and training services for low income workers of all ages and circumstances. It is also the Title V sponsoring agency for the state and a national sponsor. Additionally, it provides a variety of social and support services for the elderly, including an extensive transportation network. Thus, the program is designed to capitalize on all those strengths by developing a comprehensive, internally coordinated program. For instance, its transportation network is used to bring participants to central locations for sophisticated assessment and training services.

Title V participants are assigned to be job developers in their local communities.

Example: Crater District Area Agency on Aging-Petersburg, Virginia.

This agency provides a variety of services for the elderly but has limited resources for a sophisticated training program. Its client population includes numerous poorly educated older women, many of whom have worked all their lives in seasonal farmwork. The project staff found that most of the participants were not interested in further education or vocational training. To address this local situation, the agency used JTPA 3% funds to develop a high support job search program emphasizing the use of transferrable skills.

2. Setting Goals and Objectives: Measures of Progress.

Most management textbooks emphasize that the key to good planning is the establishment of clear goals and objectives. Unfortunately this is easier said than done. It is a difficult process requiring clarity of thought and language. Too often goals and objectives simply become words on paper rather than a tool that can be used by an organization to achieve success.

Goals and objectives are generally established to provide direction for a program and to provide a means of measuring progress. To be effective the goals and objectives must be readily understood by everyone involved and must provide for quantitative measurement of progress.

NCBA's study found that successful older worker programs had one common goal: **unsubsidized jobs.** They did not talk about "enhancing employability" or "improving self-awareness" as goals. Instead, those were considered bi-products of certain program activities. When asked about the organization's goals, a Phoenix program operator said, "We have three goals: jobs, jobs, and more jobs."

Examples of Goals and Objectives of Various Programs

Example: Vermont Associates for Training and Development in St. Albans, Vermont (Case Study #3).

The objectives of the JTPA 3% program operated by Vermont Associates were to serve 170 people and to place 83 participants for a placement goal of 55 percent.

Example: People for People located in Yakima, Washington (Case Study #7).

The JTPA 3% program operated by People For People in Yakima, Washington had to meet stringent performance requirements. These requirements included an entered employment rate of 62 percent, a $4.50 average hourly wage at placement and a 62 percent placement retention rate at the end of the 90-day follow-up period. Additionally, the program had to serve 60 percent women, 16 percent minorities, and 32 percent school drop-outs.

Once a program operator establishes goals, the next important decisions are the means and timetable to implement the objectives. An example of a goal statement is as follows: "Beginning July 1, 1988, we will provide a series of 10 three-week job search training classes accompanied by an intensive job development effort. Each class will have 15 participants for a total of 150 participants to be served for the year. We plan to place at least 100 of these participants by June 30, 1989. We expect to place 10, 20, 30 and 40 participants in the first, second, third and fourth quarters of the year, respectively."

The objectives should also specify the clientele served and their location. For example, "All of the participants will be 55 years of age and over, twenty percent will be Black, and 10 percent Native Americans. They will be residents of the service delivery area. The training will be provided in a central location conveniently located to public transportation."

The outcomes of these statements are measurable in terms of applying a number, a place, or a date to them. The program planners can then design specific program components and participant flow charts to meet these concrete objectives.

3. Designing Program Services

There are numerous considerations for designing program services. However, one must first consider who will be served and what their employment needs are.

a. Target Populations. Most older worker programs serve persons over 55 years of age. Consequently, the characteristics of the population to be served within this age group are important. The target population may be determined by examining the characteristics of the area's older population that needs employment and training services. Alternatively, it may be narrowed to a subset of that population by the requirements of the funding agency or the priorities of the sponsoring agency.

If the target group consists of women with limited education and a long-term detachment from the work force, the program design will differ markedly from one that expects to serve a large population of dislocated male workers with relatively high educational achievement and extensive work experience. Similarly, if the target group is comprised of persons aged 55 to 64 rather than persons aged 65 and over, the program design will be affected. After the characteristics of the target population and their employment needs are examined, then decisions must be made about designing program services.

A wide variety of services can be considered. These include occupational skills training, on-the-job training, work experience, comprehensive assessment, placement assistance, job counseling, job matching, and job development. The nature of the program, as well as its rules and regulations, will of course, affect the services that can be offered.

The following paragraphs describe considerations for occupational skills training which program planners need to discuss during the planning process.

b. Length and format of training. After a program operator decides what type of training to provide, decisions must be made about the length and format of the training.

Occupational skills training can be conducted according to a fixed format (e.g. a semester) or an "open entry/open exit" form. The latter essentially means that the participant can enter the training program at any time and leave when he or she has learned the skills necessary to get employment. A flexible entry time can be a great advantage to participants. The open exit feature enables the program to adapt to the needs of those who can acquire the necessary skills quickly, as well as those who require additional time to become job ready. The major drawback is that this greater flexibility requires more individualized instruction. Some skills lend themselves to individualized "programmed" learning (e.g. typing) while this approach may be inappropriate for other skills.

Job search skills training can also be handled in a fixed format (e.g. three weeks, three times a week) or open entry/open exit. Both approaches have proven successful, but the approach chosen depends on the flexibility of the instructor and the curriculum chosen. An individualized or loosely structured curriculum is more conducive to open/entry exit training, than a highly structured group approach. Most programs surveyed in this study used the structured group approach.

The training format can greatly affect other aspects of the program. Recruitment, intake, assessment, counseling, and other services are generally designed around the training schedule. The length of training, in combination with the format, has a similar impact on the implementation of other services and activities. Job development tends to become more important at the end of the training, particularly for extensive vocational training lasting several weeks or months.

Another aspect of the training format concerns the actual hours per week that participants are in class. Semester-based occupational training programs may meet only three times a week for two hours while intensive training may be provided for 30-35 hours a week. Needless to say, considerably more training can be provided in a shorter period of time using an intensive training format. However, this training is not always available. Moreover, it may not be considered desirable for the older population in the area.

A number of program directors recommended that actual class time for older workers should not exceed 20 hours per week with other activities scheduled around the class hours.

Job search training involves similar issues although job search training is generally shorter than occupational skills training. Job search programs ranged in length from three days to eight weeks. The shorter sessions usually involved weekly job club meetings and extensive staff contact after the conclusion of the training. Job search training programs with fewer contact hours per week enabled some programs to operate with a small staff (one or two persons). Those individuals were able to perform other duties for the program when not conducting training sessions (e.g. counseling, intake, assessment, job development). The programs that emphasized job development tended to provide individualized or short-term formal job search training.

c. **Size of the Program.** Available funds usually determine the size of the program, but program design can also be an important factor. Programs with a lower participant cost can serve more participants. However, these lower cost programs may be inappropriate for those served by the program. If the goal of the program is high quality placements for most participants, then more costly services may be necessary. This, in turn, may reduce the number that can be served.

Program planners and managers must find the proper balance. Then the program can provide the most participants with services that are likely to result in quality jobs. At some point, a decision must be made concerning the number of participants that can be served.

d. **Staffing Needs.** The number and type of staff to operate the program is influenced by, and influences, all other factors in the planning equation. A high staff-to-participant ratio will mean higher costs unless low wages are paid. This, though, may result in lower quality staff. Program administrators use a variety of techniques to control staff costs without compromising on quality. These include supplementing existing staff by utilizing Title V participants from the sponsoring agency or arranging for services from outside agencies.

The program manager also needs to determine generally the kind of staff needed to carry out a given program design. If, for instance, the plan is to provide occupational skills training, one may wish to weigh various alternatives. One option is to use in-house staff to provide the training. This technique permits more control over the curriculum to meet the special needs of older workers. Another alternative is to use an outside training agency (voc-tech school, community college) which may have expertise in a particular subject.

Program operators surveyed generally agreed that no matter what the program design, the minimum number of staff should be two persons so that they can share the responsibilities. "It's very lonely working by yourself and certainly helps to have another person to work with a particular participant whom you may not have been able to help," one program operator who functioned alone told NCBA staff.

e. Building a Budget: There are two simple things about a budget:

- You have to have one, and
- you have to stick to it.

For many program operators, budgeting is their most tedious task. This is an area where problems frequently arise.

Successful program managers can never abdicate responsibility for budgeting. The budget is where the planning process takes its real form. Dollars are assigned to activities. The budget must be realistic, detailed, and yet flexible enough to permit necessary adjustments without damaging the program if funding is less than anticipated.

The budget also needs to be consistent with the accounting system. It may seem elementary, but unfortunately, budget line items often do not correspond to program expenditures, making it difficult to track expenses during the year.

After the first year, the process usually becomes easier and budgeting can become more sophisticated. It is essential for a program manager to keep a year-to-year record of expenditures to compare seasonal fluctuations and to obtain a better picture of the normal costs of specific types of activities.

f. Pricing. Pricing considerations need the same careful attention that is given to the budgeting process. Although many older worker placement programs are generally not viewed as selling a product, in reality they are doing just that. Consequently, program managers must set prices to cover the various costs for services and different participant levels.

Increasingly, employment and training programs are utilizing a unit cost pricing system. This is similar to pricing systems used by private-for-profit firms. The idea is to determine how much it would cost to provide specific units of service for a client from recruitment to follow-up at different levels of enrollment and different placement rates. These costs are figured for each stage of the participant flow process.

As with any pricing system, this is not an exact science, but it does allow the program manager to make reasonable bids on contracts and to track the cost of services throughout the year.

4. Designating Participant Flow.

Design options for specific service components are outlined in the next chapter. A soundly conceived plan for the flow of participants through the program is crucial, no matter what components are selected.

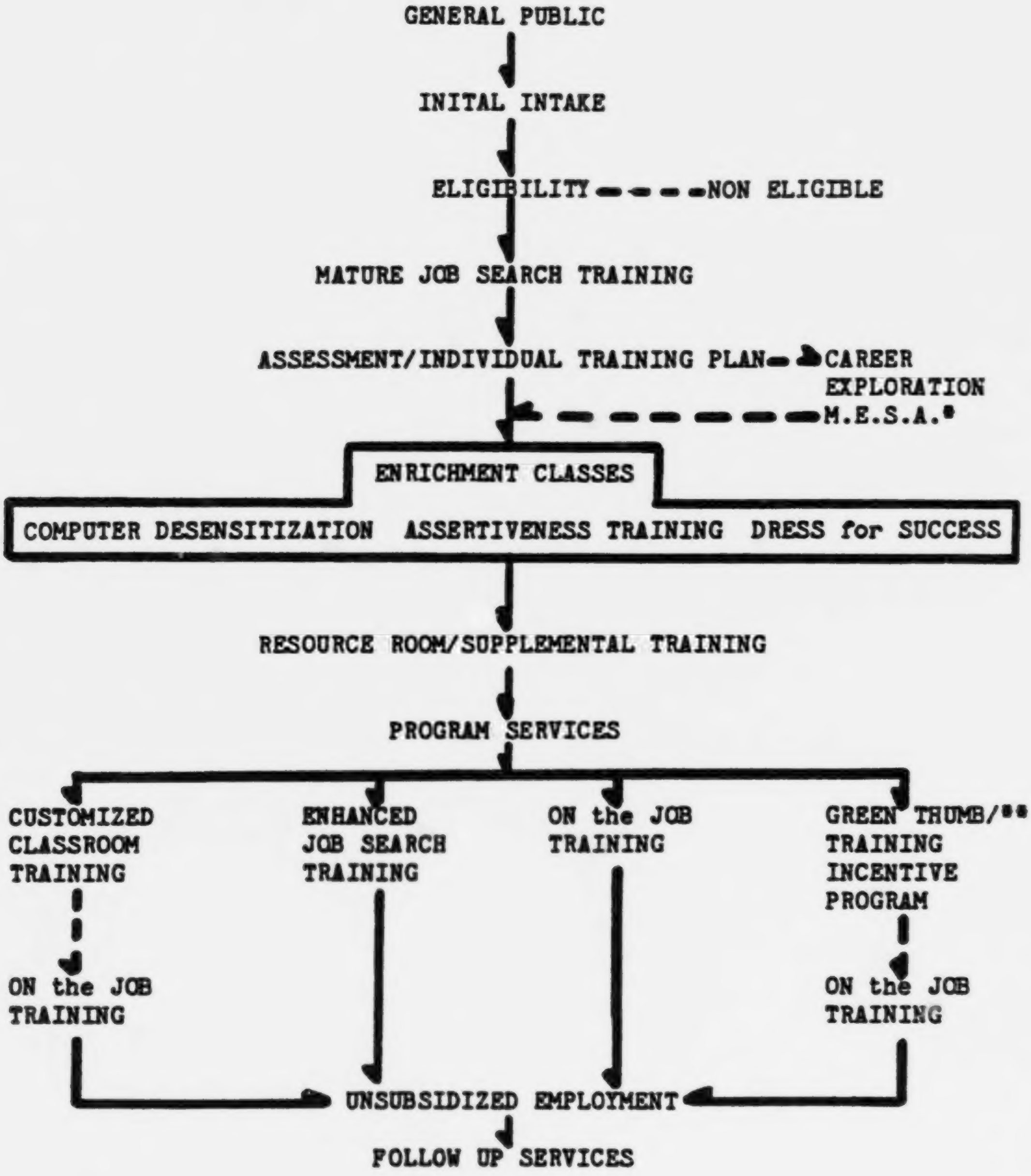
Most successful programs designate the steps that a participant must fulfill, including optional steps, in a flow chart to determine what services are provided and the sequence of activities. The components can then be designed so that they fit together in a well conceived time sequence. This exercise also helps the program manager by forcing him/her to consider components or activities that may have been overlooked. For instance, is the application accompanied by a short orientation session to describe the program? Are applications accepted at any time during regular business hours or only between 10:00 a.m. and 2 p.m.?

The more these issues are thoroughly considered, the clearer the service flow will become. Then participants can be informed clearly about procedures, time schedules and training schedules. For example, if a four-month occupational skills training session is provided in September and January, the flow chart should plan for recruitment efforts in July and August and again in November and December.

A flow chart also makes it easier for the prospective funding agency or others to see what the program will do. A picture, in this case, can be worth a thousand words.

When designing a flow chart, it is useful to put yourself in the shoes of a participant. Ideally, program managers should develop a sequential outline, describing each key stage of the process until the participant locates employment. A participant flow chart used by the JTPA 3% program operated by the Clark County NETWORK in Vancouver, Washington (Case Study #5), appears on the following page.

MATURE WORKER PROGRAM FLOW CHART


GENERAL PUBLIC
INITAL INTAKE
ELIGIBILITY
NON ELIGIBLE
MATURE JOB SEARCH TRAINING
ASSESSMENT/INDIVIDUAL TRAINING PLAN
CAREER EXPLORATION
M.E.S.A.*
ENRICHMENT CLASSES
COMPUTER DESENSITIZATION
ASSERTIVENESS TRAINING
DRESS for SUCCESS
RESOURCE ROOM/SUPPLEMENTAL TRAINING
PROGRAM SERVICES
CUSTOMIZED CLASSROOM TRAINING
ENHANCED JOB SEARCH TRAINING
ON the JOB TRAINING
GREEN THUMB/** TRAINING INCENTIVE PROGRAM
ON the JOB TRAINING
ON the JOB TRAINING
UNSUBSIDIZED EMPLOYMENT
FOLLOW UP SERVICES

*M.E.S.A. Computor career evaluation system

**Those mature workers not eligibile for Title V Green Thumb are served by the regular Training Incentive Program.

5. The Inside Job: Selecting and Managing Staff.

In its simplest form, an older worker placement program is basically the people who comprise it -- the manager and staff. The recruitment, training and management of the staff often distinguish a successful program from an unsuccessful one. This is generally true for any organization or business. It is crucial for a job placement program.

It is axiomatic that "Successful programs are well-managed programs." But this is easier said than done. In this study, NCBA attempted to identify good management principles for older worker placement systems. The following sections present key findings.

a. Good Programs Have Good Managers: The Importance of the Director.

The success of the program is most closely linked to the director. Even if the program was initially designed by someone else, the director shapes the program after it begins. The director selects and motivates staff. He/she is the primary contact point for the sponsoring organization and with the outside world.

Authority and Responsibility. The directors of successful programs were generally granted authority and responsibility for the program. This is also true for programs housed within much larger agencies. In these cases, the directors typically made decisions regarding the budget, hiring, program design, allocation of staff resources, and daily decisions affecting the program.

As a group, NCBA research staff found that effective program directors were decisive, creative, goal-oriented, and activist. They assumed the responsibility for the results of the program.

Perspective. Many of the program directors tended to take the long view to observe the larger picture. They tended to step back and track the direction of the program, to plan, and to respond to needs from various parts of the system. In small programs, where the director may have served as a job developer or a counselor, he/she devoted time for planning, working with outside groups, and other broader functions.

The programs tended to apply a common maxim that the people who are skillful in one area do not necessarily make good managers. For example, in the employment and training context a good counselor may lack essential management skills to be a program director, such as the ability to stand back and see the larger picture, an understanding of the need to develop systems, or an ability to delegate responsibility. On the other hand, the successful manager may not be very good at the details required for the jobs he or she supervises.

Teamwork. Even though the directors had authority, most did not appear to be authoritarian. Rather, they tended to maintain close touch with their staff. They encouraged staff to work together and discouraged the development of "turf" conflicts among staff. Regular staff meetings and discussions were held to allow the sharing of information.

Delegation. The directors delegated responsibility to staff and tended to trust the work of the staff. "No big surprises is all I ask," one director said "Otherwise I want the staff out there exercising their own judgement, working with the participants, with the employers, and with other agencies. I just can't do it all myself and wouldn't want to."

Playing to Strengths. "Ann does the paperwork, which she enjoys, and I do the contact with the employers which I enjoy. We both do counseling. There are some things neither of us like to do, but we both pitch in to get the job done," said Darlene McDonnell, director of the Murfreesboro, Tennessee BETA program. Playing to strengths is what all effective managers do.

Organizing Systems. Effective managers divide the work and develop systems to accomplish objectives. These were generally the systems described above, but they differed according to the size of the program and the local circumstances. The systems may have been as simple as a checklist, as standard as a participant flow chart, or as sophisticated as a comprehensive computer network. But, they reflected the ability of the managers to analyze the work load, to establish ways to implement each component, and to insure that the pieces fit together smoothly.

Getting Out of the Office. "The good manager doesn't stay in the office a lot," said Ginger Campbell of the Eureka AARP program: "This job requires selling the program and the participants all the time. You've got to be out there talking to employers, to other employment agencies, to support service agencies, and to Title V host agencies. The staff has to do the same thing or we don't have a network we can depend upon to obtain placements."

This approach was reflected time and again among the programs studied. A prime responsibility for the director is to maintain personal contact with key people outside the program and to allow others to know the agency in personal rather than institutional terms.

b. Selecting Other Staff.

Although this guide is not meant to be a manual for personnel hiring procedures, there are special aspects of selecting and training staff for older worker programs which appear to improve the effectiveness of the programs.

Variety of Talents and Backgrounds. The successful programs tended to hire by aptitude rather than educational background alone. Two traits stand out among the staff of the programs studied. First, the staff enjoys working with the older population. Second, the staff believes that older workers have the ability to earn a living in the competitive labor market. "You have to keep a balance between supporting and letting go," says one staff member, "You have to be sympathetic to the participants' problems, but at some point you have to give them a little push to get a job."

There also tends to be variety in the staff of successful programs, reflecting the needs of individual jobs. For instance, a job developer needs an interest in working with employers as much as with clients. A number of the programs recruited people with backgrounds in the private sector to be job developers and job counselors. According to some program directors, those persons with business experience tended to be more comfortable in working with employers and more aware of the employers' needs.

Many programs hired older adults or placed Title V participants in various staff positions. Retired business persons were sometimes hired to be job developers and Title V workers were used in the same position at the Upper Cumberland Human Resource Agency in Tennessee and the AARP Title V program in Eureka, California. "This puts a stop real quick to the complaints among participants that they are too old to get a job and can make a favorable impression on employers as well," said one program director. In addition, older staff tend to understand the needs and desires of the participants.

c. Staff Training. Effective programs tended to provide extensive training to the staff. As a practical matter, most recruited persons do not have the skills necessary for older worker placement programs. "Actually, no one is really prepared in school for many of the jobs involved, so we look for talent and aptitude -- experience if we are lucky -- and then train to improve on deficiencies," says Janet Hooper of the Upper Cumberland Human Resource Agency.

Furthermore, systematic and continuing training is needed to provide growth and development to long-term staff and to provide new staff with necessary knowledge to perform. The formality of this training varied considerably among the programs. Many programs depended on the director and existing staff to provide most of the training.

Internal training was often supplemented by specific training developed by state and national organizations. For instance, the state of Virginia provided regular meetings and training sessions for JTPA 3% program staff in the state and emphasized information sharing among staff with similar responsibilities. A number of the programs had sent staff to training sessions sponsored by the National Association of State Units on Aging (NASUA).

Some agencies with national or other affiliations received formal training from their parent organizations. Staff at AARP programs in Eureka, California and Spokane, Washington were provided extensive training by the national and regional AARP staff. For example, the Title V participants who serve as job developers for AARP are provided regular week-long training and refresher courses in the fine art of job development.

d. Internal Communications and Organization of Staff. Successful job placement programs emphasize systematic planning and execution. Special efforts are taken to select and train staff to carry out essential functions. Those tasks though were accomplished in a surprisingly informal manner. The programs emphasized collegiality and involved the sharing of responsibilities and information. Job developers, counselors, and training staff worked to become fully familiar with both the individual participants and the needs of employers in the local labor market.

Often there is an actual sharing of duties. The job search trainer may also be a part-time job developer and the director may do intake and counseling. Such an approach helps ensure that all staff are aware of each participant's needs, as well as job training opportunities as they arise.

In larger organizations, there is a tendency to have more distinct program roles and responsibilities. Job developers are less likely to have daily contact with each client. Trainers may not have time to keep current on job openings. Some successful larger programs were apprehensive about becoming overly compartmentalized or bureaucratic.

To address this concern, the larger programs took essentially two different approaches. Some programs established multiple service sites with small staffs and centralized administrative backup services. This approach enabled the program to serve a relatively large number of participants over a large geographic area with centralized efficiency while still maintaining close communications among the staff at each site.

GROW, in Rochester, New York, took an alternative approach. It provided comprehensive services but avoided compartmentalization by having weekly "staffing" meetings where the needs and situation of each participant were discussed as well as the appropriate service response.

In Algood, Tennessee, the Upper Cumberland Human Resource Agency combined these two approaches with the assistance of an extensive transportation network serving a 14 county service area. Outreach, job development, and some training were decentralized throughout the area, while administrative services, assessment, and some training were centralized. To avoid possible gaps in service and other problems, the program maintained extensive communication between field staff and the central office.

6. Putting the Placement Program Into Operation

When the planning process is complete, the placement program becomes operational. This involves interaction with three important groups: older workers, employers, and outsiders (other community organizations, social service agencies and the general public).

The following sections suggest some methods to work with these diverse groups.

a. Working With Participants

Perhaps the most important point to remember about older workers is that they are not a homogeneous group. Older women returning to the work force after many years in the home may have different needs from a group of older men who have been displaced from their jobs after working for ten to twenty years.

This study found that successful programs develop a system of services for participants, but staff remain flexible enough to meet the individual participant's special needs.

Participants need the freedom to grow and develop at their own pace. Older participants have different program service needs, and have different employment needs. For instance, this study found that those in the age group of 55-59 were more likely to seek full-time employment. Participants 62 years of age and over preferred to seek part-time employment. Male participants, more often than female participants, found full-time employment.

If programs retain flexibility in their services, there is a greater likelihood for success in placing older workers in gainful employment.

b. Working With Employers

Before contacting employers directly, most staff try to learn about the characteristics and functioning of the local labor market. One of the misunderstood tasks in operating an older worker programs is the collection and use of labor market information. This stems from a number of reasons. The published data are often presented in a form not readily usable by non-technicians. To complicate matters, there is little training available for program staff concerning standard labor market concepts and the potential uses of published data.

Nonetheless, a good understanding of local labor market conditions and opportunities is essential for improving the placement of participants. Successful program operators have, in various ways, found a way around the difficulties in understanding local labor markets.

Using the Statistical Data. Many program operators familiarized themselves with labor market research concepts and published information. Some found others who were familiar with the published information. There are a few handbooks to guide persons in understanding labor market information. These publications are listed at the end of this chapter.

Most published information is available from state labor market information researchers, usually organized as a unit within the state Employment Service. The State Occupational Information Coordinating Committee, organized in each state, often has valuable information on occupational trends, job requirements, and wages. The State Census Data Centers can be helpful in determining the characteristics of the local population. Sometimes these centers can provide current population estimates and trends.

The staff of these organizations may help to interpret the published information and to provide informed opinion about trends and possible job openings. They can explain labor market concepts and the limitations of the available information. State and local economic development staff, local JTPA service delivery area staff, and organizations like the Chamber of Commerce often analyze and interpret available information on the local labor market.

From these sources, the program operator can obtain a general picture concerning major industries and employers, jobs with likely openings, wages for those jobs, general trends in the local economy and population characteristics of the local labor force.

Another highly successful approach is to have a local expert provide a briefing on the local economy and job situation to the staff or to a larger group once a month. This forces the expert to think in terms of the needs of his or her audience and the staff to reflect on the general trends rather than on individual jobs or participants.

A review and analysis of the published data can produce surprising results, even for knowledgeable technicians who have lived in the community for many years. One noteworthy example is a city where technology industries were considered by experts to be the major source of employment growth. However, the numbers revealed that there was greater growth in hotel employment than in high technology, moreover, the hotels paid better wages for certain jobs which were appealing to older workers. Job developers were then able to target the hotels as sources of jobs for the participants.

Do It Yourself. Nevertheless, statistical data provide only a starting point and a general context for developing information for use in program operations. Most program operators find a need to develop their own systems for tracking the local labor market. Ultimately, program staff need information about specific employers, the types of jobs they have, the wages they pay, and when openings are likely to develop.

Successful programs build a data base. For many, the data base was a well organized filing system, continuously expanded and kept up to date. This was used not only to track the labor market, but also as an adjunct to a job bank since the data base contained a list of prospective employers. In some cases the information was kept on a personal computer, allowing easy access to certain types of employers or other special listings. In some cases, it was effectively kept in a small box on three-by-five cards.

In developing the system, program staff often start with general information about promising industries. Then they telephone recruitment personnel in the targeted industries. In conducting this kind of survey, the staff is not just looking for current openings -- though these are always welcome. They are also searching for possible jobs to fit the needs of the program's participants. Additionally, they try to assess hiring patterns of employers.

The staff then records as much information as possible about the employer -- such as the type of jobs, wages, and turnover (i.e. how often openings occur). As the program begins to place participants, this record is expanded to include the employers who have hired their participants. The best prospect for hiring a given participant is an employer who has been satisfied with a former participant.

Employers will also suggest the names of counterparts in other firms or organizations who may be interested in hiring participants. This becomes a new lead to be followed up and added to the data base.

Sometimes, opportunities surface in totally unexpected places. The BETA JTPA 3% program in Norfolk, Virginia, developed a training program for CRT operators after one participant found a job in the computerized order taking center for a major pizza chain. The pizza chain had difficulty finding reliable order takers although its wages were reasonably good. The key to success in this case is that staff recognized the opportunity and developed information on the employer's needs.

A variety of other techniques are used to keep track of changes in the economy that may impact a program. Newspapers can be a valuable source because they report information about plant or store openings as well as layoffs and cutbacks. In many of the smaller communities, tracking the labor market was largely a matter of maintaining regular contact with business leaders and other major employers. The Upper Cumberland program had a network of Title V workers in the smaller counties who provided information about job openings and developments in their communities.

Successful program operators are particularly good at finding the niches within the labor market where appropriate jobs for older workers might exist. They usually made a concerted effort to develop a good reputation among the employers in communities.

Many program directors gave talks to businesses and fraternal organizations and met with members of the local JTPA Private Industry Council. Some of the directors were members of local business organizations (e.g. the Chamber of Commerce).

Most directors, though, said that the best publicity in the employer community is word of mouth from satisfied employers who have hired the program's participants. To achieve this objective, they exercise great care in sending only qualified job applicants to employers.

"The most important thing we do is try to make sure the employer is satisfied with the participants we send them. We are careful not to send unqualified people for interviews. It doesn't do either the participant or the employer any good. We keep in touch with the employer as well as the participant after placement to help resolve any problems that might arise in the early going," says Virginia Forant, of the Norfolk, Virginia BETA program.

c. Working with Other Organizations and Agencies.

Successful older worker placement programs usually spent considerable time and effort in working with other organizations and agencies to ensure the best services and the highest placement rates. This often involved brokering and giving older worker staff the authority to work with staff of other agencies.

Brokering. Successful program managers attempted to determine what the prospective placement agency wanted or needed. "You've got to figure out what other people need. The employers want good, productive workers. The social service agencies want an organization they can trust to send their clients who are looking for work," said Darlene McDonnell of the Murfreesboro program. "I try to act as a broker. If I have a job but no client who meets the qualifications, I call the other employment and training agencies to see if they can satisfy the employer." This type of brokering produced a larger system of social services with employment services as a by-product. The network becomes a system in itself.

A Free Rein for the Staff. Another characteristic of successful program coordination is that the managers typically encouraged their staffs to work independently with the staff of other agencies. One counselor said, "When I have someone who needs some special testing, I just pick up the phone and call Sally over at the Vocational Rehabilitation office and she can usually get the participant who needs the testing through her system pretty fast. I don't have to get permission from my boss and she doesn't have to consult hers. It works out faster that way. No red tape and the job gets done." The budgets for older worker placement programs normally do not permit extensive payments for support services. To overcome this deficiency, the programs made extensive use of existing social service agencies wherever possible.

Funding Agencies. There is an obvious need to keep in the good graces of the funding agencies. The program directors say the best way to maintain good relations with these agencies is through solid performance. "The numbers speak louder than words," says a staff member of one JTPA service delivery area. "We might have second thoughts about funding that organization if they didn't do such a consistently good job. Their MIS (Management Information System) always provides the information to verify their accomplishments."

7. Evaluating the Placement Program

Effective placement programs periodically assess their progress as well as evaluate program results from a long-term perspective. The following sections discuss the information systems needed to provide data in a readily accessible form for program reporting, analysis and evaluation.

a. Systematic Feedback: Management Information Systems.

Effective management information systems do what the name implies, -- they provide reliable and timely information to assist in the managing of the program. A management information system differs from a **reporting** system. The purpose of a reporting system is to provide accountability to the funding source about accomplishments. On the other hand, the Management Information System (MIS) helps management in tracking its own progress. The two, of course, overlap and rely on the same basic source of information (e.g. client records) but the purposes are different.

An effective MIS for older worker placement programs tracks the number of participants being served by the program, participant characteristics (e.g. age, race, sex, education), the training and services provided to participants, the length of stay in the program, and termination information (reason for termination, placement status, wages, occupation, and hours). This information is also included in the system for programs that periodically follow-up on their participants' status after termination.

Program expenditure information is usually kept separately, but it needs to be organized and available to be readily integrated with the participant information to produce the unit cost (e.g. cost per participant, and cost per placement) and other necessary data.

Decisions on necessary information to collect at the outset -- over and above that required by the funding agency -- are especially important. After the program year has begun, it may simply be too difficult to obtain new information from participants, especially those who have left the program. Even when second-round information collection is possible, it can be costly and time-consuming.

A necessary step is to organize the information into standard reports on a regular basis (weekly, monthly). The advent of the inexpensive personal computer and available software has facilitated the production of these reports. A number of the programs surveyed also used the computer for word processing and accounting. This helped to defray the cost of the computer for MIS purposes. In addition, a number of states (such as Arizona and Vermont) have developed specialized systems to meet both state reporting and local MIS needs. This can also be done at the local level.

For example, the director of the Cochise County, Arizona Private Industry Council (PIC) encouraged the planner to work closely with a computer programmer from the local community college and the state JTPA office to develop a sophisticated computer-based system that met both the reporting requirements to the state and a variety of local informational needs.

With an effective MIS, the program operator can track enrollments, placements, wages, and other information against the program's goals and objectives. If, for instance, enrollments of Hispanic men are falling behind the plan in an area with a large Hispanic population, the MIS reports will alert the manager and allow time for special recruitment efforts. Comparisons can also be made from year to year. "Where did we stand this time last year?" Similarly, year-to-year information can be used to show long-term trends in the program's effectiveness.

"The test of any MIS system is whether the data can be used to improve program results. You have to look at the numbers, think about them, really try to figure out what they are saying about the program and what could be improved. Then, of course, managers have to act on the insight gained or it's all a waste," says one observer who has worked with MIS systems for many years.

b. Follow-up, Evaluation, Long Term Planning.

An important use of the MIS system is to follow long-term program trends. Two major benefits of a job placement system are often gainful employment and increased income for participants. The tracking of participants after they leave the program can be beneficial in assessing the actual impact of the program in terms of employment stability, wage gains, and the overall effect of the program on the participants' lives.

A program that only tracks placements will be unable to determine whether the program is having a beneficial long-term effect for the participants. "We are not doing our participants much of a favor if we only get them jobs that last a few weeks at minimum wage," says one program operator, "What our participants need is more than immediate work. They need a job where they can stay and receive pay raises that come with performance. It is hard to tell if this is happening unless participants are tracked."

As with other parts of the MIS, the development of follow-up systems requires careful planning, but not extensive time or expense once the system is established. Most follow-up systems gather needed information that relates to the participant's record. These items include current employment status, job title, employer, number of hours working, and wages. This can be gathered from the participant and the employer periodically after termination, if regulations allow these contacts. With this information, trends and patterns can be determined and adjustments made for the program.

SUMMARY

In conclusion, an effective job placement system for older workers contains the following elements:

- **Good Management.** Managers must have the ability to design a system and know how to delegate responsibilities and work with staff.
- **Well-trained Staff.** Staff also need good interpersonal skills to work effectively with participants, employers, and staff of other community organizations.
- **Comprehensive Information Systems.** Systems must provide data in a readily accessible form for program reporting, analysis and evaluation.

These elements fit together in a dynamic system that facilitates the recruitment, training, and placement of older workers into private-sector jobs.

Resources:

Where the Jobs Are, Identification and Analysis of Local Employment Opportunities, McKee, William L., and Froeschle, Richard C., W.E. Upjohn Institute for Employment Research, Michigan, 1985.

Gaining the Dividends of Longer Life, New Roles for Older Workers, Kieffer, Jarold A., Westview Press, Colorado, 1983.

CHAPTER VIII

Placement Tools and Techniques

INTRODUCTION

This chapter presents information on placement tools and techniques used by successful older worker programs. The purpose is to describe placement strategies and actions by effective programs. Samples of materials used by these program operators are included.

This study of job placement systems for older workers identified **six** critical elements of effective programs.

These programs:

1. **Developed** a system of services with flexibility to meet special needs of individual participants.
2. **Emphasized** a comprehensive **assessment** of participants' skills, abilities, and interests.
3. **Trained** those older workers who needed and desired occupational skills training.
4. **Learned** about the local labor market.
5. **Communicated** frequently and effectively with employers.
6. **Coordinated** with other older worker employment and training programs, adult education programs, and social service agencies.

Techniques used in these six activities will be discussed throughout this chapter. This chapter also outlines various components needed by programs to recruit, train, and place older workers.

Barriers to Employment For Older Workers. Before strategies can be developed, practitioners generally identify employment barriers older workers face in the local community. Placement strategies can then be explored to overcome the most common barriers. Program staff, in general, reported two types of barriers for older workers: general barriers to employment because of certain conditions in the marketplace and personal barriers that older workers had to overcome. The following two tables list these barriers and identify strategies to overcome the barrier or diminish its impact.

TABLE VIII-1

General Barriers to Employment for Older Workers

Barrier	Program Strategy
Economic Stagnation Or Decline	Intensive Job Development Ties With Local Economic Development Agency
Changes In Occupations In Demand	Design Training For New Occupations
Age Discrimination In Market Place	Employer Education Public Awareness Campaign
Lack of Public Transportation	Establishment of Car Pools and Transportation Networks

TABLE VIII-2

Personal Barriers to Employment for Older Workers

Barrier	Program Strategy
Low Self-Esteem	Confidence-Building Activities Group Support
Anger At Others Or Self-Blaming	Counseling
Low Reading and Writing Skills Or Illiteracy	Basic Education Literacy Classes
Lack of Work Experience	Enrollment in Senior Community Service Employment Program (SCSEP) or Provision of Work Experience
Lack of Occupational Skills	Training In New Skills
Skill Obsolescence	On-the-Job Training (OJT) Classroom Training To Upgrade Skills
Need for Immediate Income	Enrollment in SCSEP Temporary Employment

A. Recruitment and Outreach

For the most part, programs participating in this study used three methods of recruitment: publicity through the media, networking with other agencies and community organizations, and "word of mouth" to attract applicants. Each of these recruitment strategies will be briefly discussed.

Using the Media. Use of the media by placement programs varied widely and depended on program and community resources. Possible ways of recruiting older workers through the media include:

- Public service announcements (PSAs) on radio and television.
- Classified Ads in the Employment Section of newspapers.
- Human interest stories about participants, job clubs, and training.
- Advertisements in local community papers that are often found in stores, libraries, and community centers.
- Posters and flyers exhibited in places where older people are likely to go.
- Radio and television talk shows.
- Wide distribution of brochures.
- Advertisements on park benches, public buses, billboards, and other conspicuous places.

Caution should be used in choosing recruitment methods since this study did not find any evidence that the more expensive techniques are more efficient in attracting applicants. For example, several programs mentioned that the response from news articles and advertisements in local community papers, at little or no cost, was greater than paid ads in large city-wide papers.

Some programs found ways of receiving free or low-cost advertisements. For example, the GROW program in Rochester, New York, was adopted by the local Ad Council for a year. The Ad Council helped design news releases and other publicity for the program. A public service announcement, developed by the Ad Council for television, was presented by a well-known local television personality with good results--some 70 percent of the program applicants reported seeing the PSA.

Recruiting Minorities. People For People, a community-based organization, operates a JTPA 3% Older Worker program in Yakima, Washington. To recruit older Hispanics, program staff use flyers written in Spanish, participate in interviews on two Spanish-speaking radio shows, and make presentations to Hispanic community organizations.

The Crater District Area Agency on Aging, a JTPA 3% Older Worker Program serving a clientele that was 86 percent Black, used ads, news articles published in a special section of a paper called Senior Times, radio PSAs, notices in church bulletins, a Job Club Fact Sheet, and a referral system from other local organizations. They found from documented applicant responses that "word of mouth" followed by newspaper ads were the most effective methods of recruitment for their JTPA program.

Word of Mouth. "Word of Mouth" can work for a program or against it. For those programs that had been successful in placing older workers in jobs, word of mouth was reported as one of the most frequent ways participants learned about the programs. In fact, 8 of 20 JTPA 3% programs (40 percent) reported that "word of mouth" was found to be the most effective means of publicizing their programs. One program encouraged positive "word of mouth" by having an open house or a reception for program participants to bring friends and neighbors who may be interested in finding employment. A brief presentation about the program was given during the reception.

A word of caution, however, is that any program not successful in placing participants will find that negative results are often spread through the community by "word of mouth" as fast or faster than positive results. Thus, recruitment can drop off quickly.

Another caution about relying on "word of mouth." People often associate with a group of close neighbors and friends, and the word about the program may not go beyond this group. If a program desires a broad-based appeal to different groups of older workers, it will be necessary to spread the word about the program to a wide audience in the community. As one program director said, "We noticed that we were not getting applications from older Hispanic women, so we had to make a concerted effort to reach out to the Hispanic community before enrollment of Hispanic participants increased in our program."

B. NETWORKING.

While only two program operators said that referrals from other agencies and organizations were the most effective method of recruitment for their programs, about **60 percent** of the programs surveyed said networking was a useful component in their overall recruitment strategy.

While some of the programs have written agreements with other agencies, most networking appeared to be informal relationships between the staff of the agencies involved. Some had monthly luncheon meetings, others contacted each other as the need arose. Some common benefits of networking reported by program staffs are discussed below.

- **The mutual benefit of networking to the organizations involved.**

  Walt Gordon, Director of the JTPA 3% Mature Worker Program operated by Clark County NETWORK, had this to say about their arrangement with Green Thumb, one of the national sponsors of the Title V Senior Community Service Employment Program, "We can offer additional training to our participants because of the resources saved by having a Green Thumb participant as a placement specialist on our staff."

  In turn, Hans Jergen, State Director for Green Thumb, said, "Through Network, our participants can receive training that we are unable to offer them which increases their chance of finding jobs with private employers. We are able to obtain more placements and to serve more people than our current Title V slot level."

- **The benefit of networking to program participants.**

  Several programs mentioned that their support services budget was extremely small, and they had to obtain assistance for participants through other means--most often, by locating other agencies having the money to finance the needed service.

  For instance, the Rural Older Worker Employment Services (ROWES), located in Brattleboro, Vermont, found that many of the older women they were trying to place in clerical jobs needed to improve their typing skills and to learn word processing. Through their contact with a local vocational education counselor, the Vocational Technical Center in Brattleboro arranged a class for 10 older people to learn word processing. The technical center had the needed resources, the computer equipment and the trainer, and ROWES had the participants who wanted the training.

  This partnership limited the costs to both organizations involved, but opened new avenues for employment for a group of ten older adults.

- **Sharing resources through networking can affect the bottom line for programs.**

  Pat Elmer, Director of Vermont Associates for Training and Development remarked, "We can't be all things to all people. We must seek other resources in the community." One way Vermont Associates have accomplished this is by sharing office space throughout the state with other agencies, thereby lowering their administrative costs, and providing easy access to the services provided by these other agencies to program participants.

Programs that share personnel and information help to reduce costs and to expand services for older people in the community. However, there are drawbacks to networking--it often requires much time and patience for program staff. Networking seems to be more difficult when the management of the agencies involved does not actively support the coordination efforts, but it is not impossible in that situation.

Time is required to discuss potential joint efforts, to design a joint plan to the satisfaction of the involved organizations, to implement the plan, and to resolve any problems that might occur. In the planning and implementation phase, frequent contact is often needed.

Examples of Networking:

- In Vermont, staff from SCSEP programs, JTPA 3% programs, the Rural Older Worker Employment Program (ROWES), and other employment and training organizations jointly produced a brochure for employers outlining the different programs, the organizations' names and addresses, and ways each program could assist employers hiring new employees.

- In New York, joint training sessions for the staff of SCSEP and JTPA 3% programs were sponsored by the New York Office for the Aging and the New York Department of Labor. The training sessions focused on effective ways to assist the older job seeker.

- In Spokane, Washington, the program director of the SCSEP program sponsored by AARP frequently consults with the JTPA 3% program operated by the Job Service on individual participants who are enrolled in both programs. These participants receive training from JTPA and work experience from AARP.

- In Rochester, New York, the GROW program outstations Title V SCSEP participants in the local Employment Security (ES) office to interview older individuals registering for work with ES and to assist in the administrative work. In turn, ES provides GROW with microfiche with current listings of job vacancies for the Job Bank GROW operates.

- In South Dakota, the Job Service provides a listing of individuals aged 55 and over who have registered for work with their statewide offices to South Dakota Green Thumb which operates the JTPA 3% Older Worker statewide program.
- In Eureka, California, the program director for the AARP SCSEP program is involved in planning with the JTPA 3% program staff on the type of training needed by older workers and on occupations of interest to older participants.
- In Seattle, Washington, TARGET, a division of the Washington State Department of Employment Security, bids with a consortium of community colleges and vocational education institutes on contracts for operating older worker programs. TARGET is responsible for the recruitment, assessment, and referral of participants to the appropriate schools. The community colleges and vocational education institutes provide the occupational skills training.
- In many places, cross-referral of older workers for recruitment purposes was reported by both SCSEP and JTPA 3% programs. However, in other instances, little contact between the two programs was reported, and the staff of the two programs did not know each other or have information about the other program.

A Model for Networking - Los Angeles Council on Careers for Older Americans. The Los Angeles Council on Careers for Older Americans was chosen as a model for networking because of its unique system of working with some 46 agencies that train and place older workers.

The Los Angeles Council on Careers for Older Americans (LCCOA) was incorporated in 1981 to increase employment opportunities for older workers. The agency's goals are to assist older worker agencies to better serve their clients by providing technical assistance and coordination, and by developing effective models for the placement of older workers, to link mature workers to employment and to promote the skills of the older job seeker to the employment community. The annual budget for the Council is approximately $300,000 from private foundations and JTPA.

The Council's involvement in networking is through two major efforts. The first, an on-going effort, is through the Job Hotline. The Hotline is a centralized telephone system linking employers to a network of non-profit agencies and community organizations serving older workers throughout Los Angeles County.

Job orders called into the Hotline are entered into a computer system. Daily job listings are generated and disseminated to the network of older worker job training and placement programs. Screened older applicants are then directly referred to employers.

Council staff members monitor each job order to encourage prompt response and follow-up. Programs involved in the Hotline network are diversified and can accommodate most employers. Employers are beginning to seek older workers in record numbers, approximately 200-300 jobs a month are called into the Council's office.

Second, the Los Angeles Council provides technical assistance and training to local groups and on a state-wide basis. The State of California contracted with the Council to provide training to SDAs on marketing older workers. The Council conducted state-wide training on marketing JTPA and the mature worker.

The Council's unique role promotes cooperation among agencies, bringing together a wealth of information and resources that can be used to improve services to older workers. Additionally, the Council conducts symposiums for the community and businesses. Businesses are invited to learn about the importance of older workers in the changing labor market and how to utilize this valuable resource.

C. INTAKE

Many JTPA 3% program operators reported that the intake process for older workers generally required more time than with other age groups.

Several reasons were given for this:

1. Older workers, who feel angry from rejection in the job market, require time during the application process to talk about their anger.

2. Older displaced homemakers who are adjusting to major changes in their lives may require time to discuss the action they want to take regarding employment. Many displaced homemakers are under stress because of immediate financial needs.

3. Some older workers are unfamiliar with government programs and the paperwork required. Some are unable to provide the verification needed for eligibility determination.

Different programs used various approaches to the intake process. Many of the program directors assigned the program's job counselor the responsibility of intake so that the relationship between the participant and counselor could be developed from the initial program contact.

The Hennepin Technical Center in Minnesota arranged for the older worker specialist to meet with the applicant on the same day he/she applied for the program. The project director felt this lessens the anxiety experienced by the older person because he/she does not have to return on another day to meet with a different person.

Ineligible Applicants. Many of the programs surveyed made an effort to serve ineligible persons in some manner either by referrals to other employment programs or other community organizations. Some programs referred ineligible applicants to employers in the community who had job vacancies. For instance, the AARP Title V SCSEP program in Spokane, Washington places 4 to 5 non-eligible older persons in unsubsidized employment each quarter. These placements do not count towards reaching their placement goals. The BETA Corporation in Murfreesboro, Tennessee, attempted to place ineligible persons in jobs, even though they were not eligible for cost reimbursement from JTPA for these placements.

Intake is an important component for the various types of programs examined in the study. It is often the first contact and the "initial impression" the program presents for a participant. It sets the stage for the assessment process, training, and eventually job placement.

Several program staff observed that the process of helping other workers change their "poor self-image" started during the intake process. These staff reported that listening to the older person and showing interest in his/her situation can help the applicant to focus on his/her worth, and to begin looking at future possibilities not previously considered. Other staff mentioned that many participants no longer have family in the area or recently had close friends who died. Consequently, there is a need to talk about their circumstances with someone who will take the time to listen.

D. ASSESSMENT

Assessment is the exploration of interests, skills, aptitudes, attitudes and other job-related factors. Assessment for older workers is a tool for confidence building. The process increases older workers' self esteem as they learn to identify their marketable skills. Older workers need time during the assessment process to examine their skills and abilities, personal characteristics, interests and preferences.

Assessment was consistently reported by project staff interviewed during this study as the "key" to developing plans for skills training, job search, and other program services. Whether the program provided classroom training, on-the-job training (OJT), job search skills training or other services, assessment helped to determine the path the participant would take.

Assessment is a component of every older worker program. For instance, assessment for SCSEP participants determines the type of community service work participants will do while on the program and results in a plan for their transition to an unsubsidized job. While the programs studied had used many different ways of conducting assessment, all programs placed a high priority on a comprehensive assessment.

Effective assessment is:

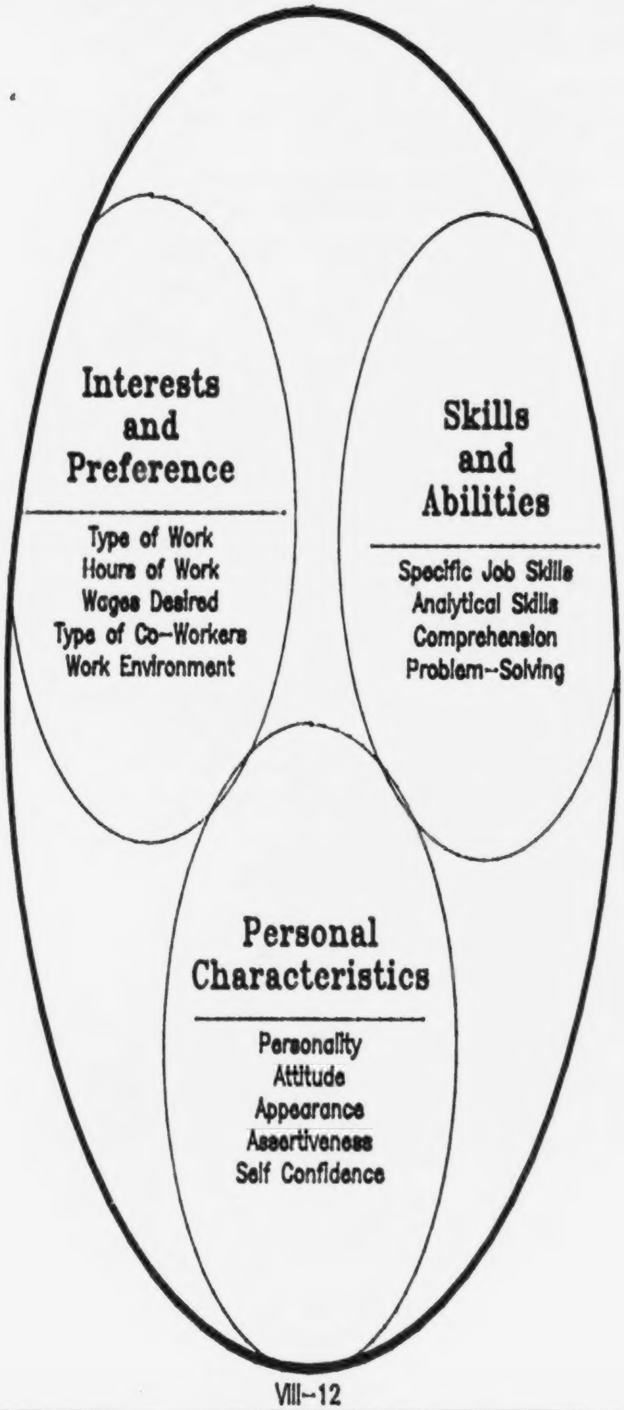
- An **on-going process.** Assessment begins during the intake interview and continues to the follow-up contact after placement.
- **Comprehensive** in identifying participants' skills and abilities, interests, and personal preferences.
- **Client-centered.**
- A **helping** process.
- **Focused** on goal setting and goal attainment.
- The **key** to planning services for participants.
- **Problem solving.**
- The **essential** component to **effective** job matching.

Ways of Conducting Assessment:

1) One-on-One.
2) Group Activities.
3) Formal Tests.
4) Computerized Systems.
5) Combinations of the Above.

Figure 8-1

Assessment and Older Workers The Whole Person Concept


Interests and Preference
Type of Work
Hours of Work
Wages Desired
Type of Co-Workers
Work Environment
Skills and Abilities
Specific Job Skills
Analytical Skills
Comprehension
Problem-Solving
Personal Characteristics
Personality
Attitude
Appearance
Assertiveness
Self Confidence

1. Six Steps to Successful Assessment.

During this study of job placement, six steps were identified in the assessment process. The assessment process is a joint effort with both participants and staff providing input and making decisions about program services and employment goals. This section discusses the six steps and how they can be used with older workers by any program -- JTPA, SCSEP, and others. The six steps are:

Step 1. Introduce participant to self-assessment.

Step 2. Interview participant: reviewing information gathered through self assessment and filling in the gaps.

Step 3. Counsel the participant: reality testing and providing support.

Step 4. Assist the participant in goal setting: identifying options and opportunities.

Step 5. Develop with the participant an employment plan.

Step 6. Review progress with participant.

Step 1: Introduce Participant to Self-Assessment.
In step one, program staff provides the tools and information that will enable participants to explore themselves -- who they are, what they have accomplished, and what they want for their lives.

Self-Assessment

- Sets the stage for a comprehensive assessment.
- Allows the participants to clarify their values, their likes and dislikes.
- Is a skill that can be used over and over in the future.
- Provides the opportunity for participants to define what they want in a job and for their lives in general.

Not all programs in our study began the assessment process with the participants completing a self-assessment tool, but many did. Self-assessment allows participants the opportunity to learn about themselves, and provides needed information to program staff who will be involved with participants in making decisions on program services that will help them find a job.

Program staff should be cautioned that self-assessment can bring up some old memories that might be painful to the older participant--memories about being fired from a job, having to move to a new area, leaving family and friends, living through the Depression, and other losses. Program staff may need to provide support to participants as they review some of their life experiences.

Self-Assessment Tools

- Personal Questionnaires
- Interest Inventories
- Workbooks/Exercises
- Value Clarification Activities
- Needs Identification
- Behavior and Attitude Determination

Samples:

"What's Important to You?"

"That's Me" Check List"

These two self-assessment tools are used by the AARP/SCSEP program in Spokane, Washington during the beginning phase of their job search training.

The AARP/SCSEP project operating in Eureka, California uses the following two forms to help participants explore interests, skills, and aptitudes:

Exploration of Interests. Lists eleven general interest areas and a brief explanation of the kinds of jobs found in each area. Participants are asked to choose three areas of special interest to them.

Exploration of Your Interests, Skills and Aptitudes. This format is used by participants to identify separate tasks performed on a prior job and whether they liked the task, how well they completed the task, and their evaluation of their aptitude to learn the task.

AARP Title V Program - Spokane, Washington

Session I

Job Club Worksheet #1
(handout)

What's Important to You?

A. Check all of the items in each list that are appropriate for you.
B. Place another check before the six items in each list that are most important to you.

Why work at a paid job?

I. Why do I want to work?

_____ financial necessity
_____ to raise standard of living
_____ to meet people
_____ for a challenge
_____ for change
_____ for self-actualization
_____ to feel independent
_____ to have "my own" money
_____ to get out of the house
_____ to be stimulated
_____ to be more useful
_____ to help send children to college

Other:

_____ ______________________

_____ ______________________

II. What are my values?

_____ approval/recognition
_____ challenge
_____ creativity
_____ esthetics
_____ fun
_____ health
_____ helping
_____ independence
_____ love relationships
_____ money/wealth
_____ morals
_____ power
_____ religion
_____ responsibility
_____ tradition
_____ winning

Other:

_____ ______________________

_____ ______________________

III. What are my work needs?

_____ hours
_____ salary
_____ location
_____ challenge
_____ promotion possibilities
_____ transportation
_____ variety of tasks
_____ chance for creativity
_____ prestige
_____ helping people
_____ little pressure
_____ no need to transfer
_____ lots of people contact
_____ benefits
_____ surroundings (outdoor/indoor/etc.)
_____ security of position
_____ interesting
_____ work with information
_____ self-directive
_____ recognition from others
_____ working with ideas
_____ working alone

AARP Title V Senior Community Service Employment Program
Session I Spokane, Washington

Job Club Worksheet #2

"That's Me" Check List

(Key—Good, Average, Poor)

Rate your ability to: **Score**

1. Persuade others ____
2. Handle money ____
3. Take on more responsibility ____
4. Understand others' problems ____
5. Plan ____
6. Analyze problems ____
7. Speak effectively ____
8. Write clearly ____
9. Handle emergencies ____
10. Judge accurately ____
11. Originate ideas ____
12. Make new acquaintances ____
13. Converse intelligently on variety of subjects ____
14. Listen ____
15. Concentrate ____
16. Take the initiative ____
17. Lead others ____

Personal qualifications:

1. Health ____
2. Appearance ____
3. Grooming ____

Courage to:

1. Speak out when you know you are right. ____
2. Defend minority groups ____
3. Say "no" ____
4. Be tolerant of others ____

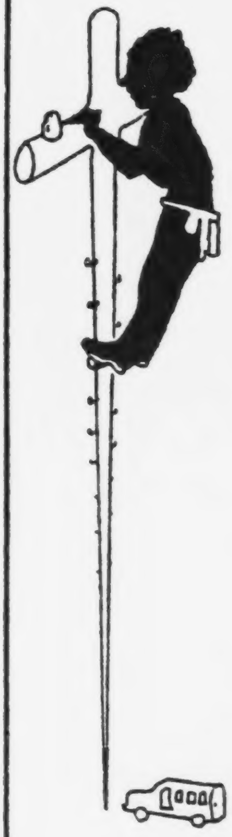
Willingness to: **Score**

1. Take on added responsibility ____
2. Take orders ____
3. Carry out assigned tasks ____
4. Learn ____
5. Work ____
6. Smile ____
7. Be friendly ____
8. Be cooperative ____
9. Travel (when job requires) ____
10. Speak to large groups ____
11. Offer suggestions ____
12. Admit you are wrong ____

How would you rate your:

1. Record of organizing problems ____
2. Patience with others less capable ____
3. Congeniality ____
4. Sense of humor ____
5. Maturity ____
6. Inquisitiveness ____
7. Decisiveness ____
8. Initiative ____
9. Self-understanding of your deficiencies and assets ____
10. Honesty ____
11. Confidence and poise ____
12. Activities in the community ____

The sky's the limit!



Areas in which I might improve ____

____

My plan of action for improvement ____

____

____

____

____

American Association of Retired Persons Title V Senior Community Service Employment Program

ENROLLEE NAME ____________________
FILE NO. ____________________
DATE ____________________

EXPLORATION OF INTERESTS

Following are eleven general interest areas and a brief explanation of the kinds of jobs found in each area. Select three areas of special interest to you, and indicate your order of preference by marking "1", "2", and "3" in the blank space on left.

_____ ARTISTIC (01)	Interest in creative expression of feelings or ideas.
_____ SCIENTIFIC (02)	Interest in discovering, collecting, and analyzing information about the natural world and in applying scientific research findings to problems in medicine, life sciences, and natural sciencies.
_____ PLANTS & ANIMALS (03)	Interest in activities involving plants and animals, usually in an outdoor setting.
_____ PROTECTIVE (04)	Interest in the use of authority to protect people and property.
_____ MECHANICAL (05)	Interest in applying mechanical principles to practical situations, using machines, handtools, or techniques.
_____ INDUSTRIAL (06)	Interest in repetitive, concrete. organized activities in a factory setting.
_____ BUSINESS DETAIL (07)	Interest in organized, clearly defined activities requiring accuracy and attention to detail, primarily in an office setting.
_____ SELLING (08)	Interest in bringing others to a point of view through personal persuasion, using sales and promotion techniques.
_____ ACCOMMODATING (09)	Interest in catering to the wishes of others, usually on a one-to-one basis.
_____ HUMANITARIAN (10)	Interest in helping others with their mental, spiritual, social, physical, or vocational needs.
_____ LEADING-INFLUENCING (11)	Interest in leading and influencing others through activities involving high-level verbal or numerical abilities.

____
ENROLLEE SIGNATURE

American Association of Retired Persons Title V Senior Community Service Employment Program

ENROLLEE NAME ______________________

FILE NO. ______________________

DATE ______________________

EXPLORATION OF YOUR INTERESTS, SKILLS, APTITUDES

JOB TITLE: ______________________

A. TASKS PERFORMED (List each separate task performed in this one job.)	B. INTERESTS				C. SKILLS				D. APTITUDES		
	Like a lot	Like a little	Don't like	?	Can do well	Can do fair	Can't do	?	Could learn	Can't learn	?
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											
16.											

____
ENROLLEE SIGNATURE

NH/GP-3178(6-83)

Step 2: Interview the Participant: Reviewing Information Gathered Through Self-Assessment and Filling in the Gaps.

In step two, program staff will take the information participants have provided about themselves, ask questions about missing information, and fill in the gaps to complete the picture.

The Assessment Interview will:

- include a work history for the participant, identifying job skills learned, types of jobs held, length of employment.
- review educational background of participant.
- review prior job hunting techniques.
- identify personal limitations and employment barriers.
- identify support service needs.
- provide information to program staff about personal characteristics of the participant.
- determine whether or not vocational testing is needed.
- begin the process of determining appropriate services for clients.

Tips for Assessment Interviewing

1. A comfortable and nondistractive environment is a must.

2. Ask open-ended questions--not those that can be answered with a simple yes or no. (You want maximum information.)

3. Successful interviewing is as much about active listening as it is about active talking.

4. To be a resource to the person being interviewed, you must be well informed about the options available and the larger job marketplace.

5. The Goal: The person being interviewed is talking 75% of the interview time--and the interviewer is actively listening 75% of the time and responding and asking questions 25% of the time.

6. Open with your goals for the interview--and ask what his/her goals are.

7. Finish the meeting with a summary of what has been covered and follow-up responsibilities for both you and the person interviewed.

8. Match your style--formal/informal, friendly/business-like--to the person being interviewed for maximum comfort and most successful garnering of the person's full thoughts.

9. Review the information that is available on the person to be interviewed previous to the meeting (if possible) and establish a written list of response-soliciting questions to be used as a guide during the interview--but not as an iron-clad plan, since the successful interview is dynamic and not preordained.

10. Be open to new information.

Source: Prepared by Greg Newton for the Los Angeles Council on Careers for Older Americans.

Skill Identification.

The following materials were chosen because of their usefulness for older adults who have acquired many kinds of skills from their work and life experiences. The identification of skills is a must at this point so that a plan for training and/or placement can begin to take form.

Samples of Assessment Materials:

Skills Pyramid

Skills Identification

Skills Identification Exercise

These three forms were taken from the Job Search and Discouraged Workers - Leaders' Guide by Colleen Ryan, The Adult Resource Center, University of Kansas, 1985 with permission.

SKILLS PYRAMID

Work Content Skills

includes:	examples:
Specific knowledge	Day-care licensing laws, automobile repair
Technical ability	Computer programming, teaching English grammar
Special vocabulary	Psychotherapy terms, Cobal, Fortran
Learned in formal training, education or on-the-job	Vocational technical school, B.A. degree

Transferable Skills

includes working with:	examples:
People	Delegating work to others Listening to others
Things	Operating equipment, using tools
Data	Balancing accounts, maintaining an inventory

	from:	to:
Transferable	Teaching children	Training employees
	Selling things	Promoting ideas

Self Management Skills

includes:	examples:
Traits that enable you to adapt	Cooperative, resourceful
Traits that enable you to manage time, change, and stability	Punctual, efficient, rational
Personality characteristics you have developed throughout your life	Dependable, conscientious

When you assess your skills, keep in mind these three types of skills. Work Content Skills are probably easy for you to list. The following worksheets will help you assess the other two types of skills.

Source: Job Search Workshop for Disabled, Dislocated and Discouraged Workers, by Colleen Ryan

SELF-MANAGEMENT SKILLS CHECKLIST

Here is a checklist of personal qualities that describe you and the way you get along or manage your life. Put a check next to those that best fit you.

___active
___accurate
___aggressive
___ambitious
___assertive
___calm
___careful
___cautious
___cheerful
___competent
___conscientious
___cooperative
___creative
___curious
___dependable
___efficient
___energetic
___enthusiastic
___firm
___punctual
___frank
___healthy
___honest
___hard working
___open
___organized
___patient
___quiet
___friendly
___sensible
___smart
___sincere
___steady
___loving
___tactful
___fast learner
___talkative
___shy
___warm
___peaceful
___easy going
___self-starter
___responsible

Source: The Job Search Workshop for Discouraged, Disabled, and Dislocated Workers, Leader's Guide, by Dr. Colleen Ryan, University of Kansas Adult Life Resource Center, Lawrence, Kansas.

SKILLS IDENTIFICATION EXERCISE

Think back to a job that you did well. Think of the job in terms of the skills. You may wish to check your self-management skills list and your transferable skills list. Write these skills on the form below.

The Job:

Self-Management	Transferable	Work Content

Source: The Job Search Workshop for Discouraged, Disabled, and Dislocated Workers, Leader's Guide, by Dr. Colleen Ryan, University of Kansas, Adult Life Resource Center, Lawrence, Kansas.

Step 3: Counseling the Participant: Reality Testing and Providing Support.

The purpose of counseling is:

- to explore the employment potential of the participant.
- to explore the realities of the local labor market and needs of employers.
- to examine the possibilities for the "best" fit to meet the needs of the participant and to meet employer needs.
- to provide encouragement and support for the participant.
- to make referrals for support services.
- to begin the exploration of options and opportunities for training and job placement.

During this step, participants can be introduced to the realities of the labor market over which they have no control. Some of these local uncontrollable factors include the types of businesses and industries, the types of jobs available, wages paid, number of jobs, requirements of the job, unemployment rate, and the local transportation system or lack of. Participants need this kind of information so they can realistically decide on their employment goals, and so they can cope with factors in their job search beyond their control.

Tips for Counseling Older Adults:

- Counselors should acknowledge the wealth of experiences older adults have had.
- Counselors should generally use open-ended questions, but specific questions may be needed to obtain certain factual information.
- Counselors can provide support to participants as they make the transition from unemployment or homemaking to seeking a job.
- Counselors can identify stress and conflicts being experienced by the participants. Coping strategies can be discussed as well as appropriate referrals for stress management, assertiveness training, support groups and other resources.

Resource: Counseling Adults, Life Cycle Perspectives, Edited by Dan Jones and Sandra Smith Moore, Adult Life Resource Center, University of Kansas.

Step 4: Assist the Participant in Goal Setting: Identifying Options and Opportunities.

During this phase, the job developer/counselor will provide information to help participants decide on goals, and provide information about resources available from the program and community to help them meet those goals. In this phase, such options as occupational skills training, further education, basic skill remediation, preparing for a GED, and others are explored with participants as well an explanation of the goal setting process.

Participants will:

- learn how to put their interests and desires into concrete goals.
- Establish long-term goals.
- Decide on short-term goals that will ensure that their long-term goals are met.

The following consists of two forms used by AARP/SCSEP in Spokane, Washington to help older adults establish their goals.

Force Field Analysis.

The Force Field Analysis requires participants to examine the factors in their lives that might be holding them back from a successful job search such as the lack of confidence. The positive factors that are pushing them towards a successful job search are reviewed and emphasized.

Goal Setting.

In the goal setting process AARP staff focused on seven crucial steps.

American Association of Retired Persons
Title V Senior Community Service Employment Program

FORCE FIELD ANALYSIS

WHAT'S HOLDING US BACK...RESTRAINING FORCES...

A SUCCESSFUL PERMANENT JOB!

WHAT'S PUSHING US FORWARD...DRIVING FORCES...

American Association of Retired Persons
Title V Senior Community Service Employment Program

GOAL SETTING

Your life is yours to shape as you see fit. Most people create their life through establishing and achieving goals. As you act your goals, please consider the following:

Seven crucial concepts in goal setting:

1. Make your own choices. Be aware of the effect of outside influences on your decision making.

2. Goals need to be written. Writing them down makes them real - tangible. It heightens your sense of commitment.

3. Start with short range goals. They are easier and more quickly obtained. Success is an excellent motivator because one success leads to another.

4. Goals should be realistic and attainable. Unless you want to set up a pattern of failure, try to set your goals high enough to challenge you, to stretch you, but not to frustrate you. Do not set too many goals to be worked on at the same time. Start small and work up - one goal at a time.

5. Deadlines help accomplish goals. Most of us work best when we are involved in a long project by taking small pieces one at a time. So if we can break down the total goal and set a deadline for each segment, we handle it better. These short deadlines and successes also tend to give us a sense of control, continuity, and achievement.

6. Ask for support. We often need people to help us get where we want to go. If we know what we want we can probably speed up the process by asking for and accepting help. However, sometimes we get into the bad habit of seeking help from a person who will ridicule us or tear apart our ideas. When we do go to others for support and encouragement, we must be selective.

7. Plan ahead. It is also important to consider potential problem areas and potential support systems at each step in the goal setting process. If potential problems are considered in advance, a way to plan around them can be thought through. If we just proceed and then hit a snag, this could be discouraging enough to stop the entire process.

8. **Ask yourself these questions:**

Is your goal achievable?

Is your mental attitude toward the goal a positive one?

Is your goal specific enough so that it can be measured?

Do you **want** to do whatever you have agreed to do?

Is you goal clearly focused?

Will you goal and its achievement harm anyone else?

Is you goal really important to you?

Goal Setting and Older Women. For some older women, setting goals and making decisions about employment is an experience they have not had recently. Quite often, this is because they have not been in the labor force for many years. To prepare them with the information they need about decision making and goal setting, the following materials were prepared by Bea Wilson, Director, Displaced Homemaker and Career/Life Planning Center, Hutchinson Community College, Hutchinson, Kansas. Ms. Wilson and her staff have developed a series of packets, which displaced homemakers can read at the center or take home for individual work. The packets include the following topics:

-- Adjusting to Singleness

-- Self-Assessment

-- Homemaker Skills

-- Assertiveness Training

-- Decision Making, Goal Setting, Risk Taking

-- Resume Writing

-- Reentry: School

The Displaced Homemaker Center at the Hutchinson Community College offers many services to its clients -- these include emotional support, career/life planning, and job readiness.

The following materials for displaced homemakers were taken from the packet on decision-making, goal setting, and risk taking.

Samples:

"Essentials of Good Decision Making"

"Self-Assessment/Decision Making"

"Guidelines for Setting Goals"

"...And then, on the other hand,..."

DISPLACED HOMEMAKER CENTER

Hutchinson Community College

PROJECT CHOICE

Essentials of Good Decision Making

1. Definition

I must define completely what I am making a decision about.

2. Alternatives and Assessment

If I am to choose, then I should have more than one option to consider carefully. (Search out as many alternatives as possible, but set limits because too much data can be paralyzing.)

3. Autonomy

I must be independent of others as much as possible. The challenge is to take charge of one's own life gradually. (Whether the person you consult gives you specific information or tells you what they would do "if they were you," it is really important to keep in mind that this person is not you. You must make the decision to fit your needs and your value system.)

4. Risk Taking

I need to strike a delicate balance between being too cautious and too adventurous. (Risk taking can refer to physical, intellectual,or emotional risks.) Many people need to expand their risk-taking limits to maximize the attractions of growth and minimize the attractions of safety.

5. Timing

I must set a reasonable time limit for making the decision. (Procrastination, impulsiveness, or simply poor timing are common errors.)

6. Responsibility

I must assume responsibility willingly for my decision-making behavior and its consequences. When I let others make my decisions, I avoid guilt and don't have to own the consequences but I give up being in charge of my own life.

7. Values

My decisions are influenced by my values (sometimes not fully understood by me). Getting in touch with the real me and clarifying my values helps me make good decisions.

DISPLACED HOMEMAKER CENTER

Hutchinson Community College

SELF-ASSESSMENT/DECISION MAKING

For each of the following statements, identify how you view decision making. To the side of each statement are spaces showing a range of agreement or disagreement. Place an "X" in the space that most closely corresponds to your opinion.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I need to make my own decisions.					
2. I try to identify as many options as I can for most decisions I make.					
3. I feel I am flexible enough to make changes in my decisions if necessary.					
4. Decision making involves taking risks.					
5. I feel I am successful in making decisions.					
6. When making a decision, I try to consider the effects my decision may have on others.					
7. I like investigating a problem or decision.					
8. After I have made a decision and acted on it, I usually feel satisfied with it.					
9. Generally I understand why a decision needs to be made.					
10. Generally I feel I directly control the decisions I make and those that influence me.					

DISPLACED HOMEMAKER CENTER
Hutchinson Community College

GUIDELINES FOR SETTING GOALS

A goal needs to be:

CONCEIVABLE:	It can be put into words.
ACCEPTABLE:	It appears to be appropriate to your values.
ATTAINABLE:	It can be accomplished using a plan of action.
MANAGEABLE:	You have direct control over the achievement of the goal; it does not depend on others to a significant degree.
ASSESSABLE:	There is some sort of record keeping to go along with a method of assessment.
DESIRABLE:	It is something you really want to accomplish.
GROWTH PRODUCING:	It encourages positive self-development & change.

* * * *

Some of us are self-starters, and some of us function best when working in a structured setting, such as with a partner or in a support group. Do you know which way you function best? (There is no best way; it is just a matter of what works in your best interests.)

All of us tend to do better if we feel that there is someone else who is interested in our progress. If you do not have someone who is available for you to chart your progress with, you might like to do that with the counselor at the Center. Some people have planned a regular time into their schedules to come to the Center to work on their packet(s). The library and the Room for Relaxation can be used for quiet and independent study. Please ask the assistant which room is available at the particular time you want to come in. We are interested in your progress! As one of my favorite poster messages says: "I get by with a little help from my friends!" Don't we all?

Prepared by Bea Wilson, NCC

...And then, on the other hand,...

DISPLACED HOMEMAKER CENTER
Hutchinson Community College

On the preceeding sheet you assessed the factors that you have -- or that you could possibly have -- going for you. Are you surprised at how resourceful you are, after all? (Beware, if you are into feeling sorry for yourself & working regularly at collecting sympathy from others, that sub-personality of yours may be blocking your wiser self from getting in touch with those strengths.

This checklist is for the purpose of identifying those negative factors which may need to be dealt with first, before significant progress can expect to be made on other matters. No one knows what you should do in your situation, but a counselor is available at the Center to help you look at your options.

CHECKPOINT

Indicate which of these things might hinder your taking action and in what way.

☐ Anxiety ____
☐ Family responsibility or considerations ____
____
☐ Consequences ____
☐ Lack of understanding on the part of others
____
☐ Emotions blocking reality ____
☐ Insecurity ____
☐ Unselfishness ____
☐ Fear ____
☐ Fear of deciding ____
☐ Laziness or inertia ____
☐ Wavering ____
☐ Dependence on others ____
☐ Lack of confidence ____

☐ Failure to stick with choice to see if it works
____
☐ Guilt ____
☐ Uncertainty ____
☐ Being overwhelmed ____
☐ Responsibility vs. desire vs. capabilities ____
____
☐ Lack of long-range objectives ____
☐ Finances ____
☐ Fear of failure ____
☐ Need to succeed ____
☐ Ambivalence ____
☐ Frustration ____
☐ Time ____
____

What are some other things that keep you from taking action?

Prepared by Bea Wilson, NCC

Step 5: Develop an Employment Plan With Participant.

This step is probably the most **important** to the participant and to successful placement outcomes. The result of this step is to clearly define the responsibilities of the participants in their job search and the responsibilities of the program staff in helping the participant become gainfully employed.

An Employment Plan:

- Incorporates the individual's goals with services available from the program (i.e. occupational skills training, on-the-job training, work experience, education, job search training, etc.).
- Defines action steps the participant needs to take to reach employment goal.
- Arranges for a contract between the participant and the program to list the responsibilities of both parties.

Employment Plan. The employment plan establishes a plan of action based on the participant's skills and abilities, interests, employment goals, and barriers to overcome. Many plans incorporate the needs of the individuals in terms of occupational skills training, education, job search training, counseling, support services, and other personal needs.

Almost all employment plans establish action steps to be taken with projected beginning and end dates, and what is to be accomplished during this time frame. The plan can then be reviewed periodically with participants to determine what has been accomplished, and whether the plan needs to be revised. Depending on the size of the staff, employment plans were updated from a monthly basis to every six months.

An example of the Employability Plan used by the National Urban League in its Senior Community Service Employment Program follows.

Individual Training Plan. Another version of the employment plan is the Individual Training Plan used by Clark County NETWORK in its JTPA 3% program in Vancouver, Washington. This format is used to document assessment findings, barriers to employment, employment and training goals, and the need for supportive services. The State of Washington also requires that any training must be for occupations where there are documented job opportunities.

NETWORK also uses a Progressive Work Plan which describes each stage of development, and the expected increase in proficiency in skills levels as the individual progresses in training. The Progressive Work Plan is reviewed every 30 days. A description of training activities with projected dates to be completed is signed by the participant to ensure that he/she understands what is required. A copy of these forms follow.

Samples:

NETWORK's Training Incentive Program Work Plan, Contract.

National Urban League Employability Plan

NETWORK
Employment Training for Work

Training Incentive Program
Progressive Work Plan

The Progressive Work Plan is a five (5) stage plan used to set goals and monitor the progress of the participant while involved with the T.I.P. program. Employment, academic and technical goals are set at the onset of training with review every thirty (30) days.

(Description of each STAGE)	EMPLOYMENT GOAL	(EMPHASIS of each STAGE)
FIFTH STAGE (entry level in career field and additional training)		FIFTH STAGE (outline of further training)
FOURTH STAGE (increased proficiency: skills and education)		FOURTH STAGE (classes and increase job duties)
THIRD STAGE (proficiency of general skills)		THIRD STAGE (work experience skill development)
SECOND STAGE (introduction to skills and good work habits)		SECOND STAGE (worksite, classess)
INITIAL STAGE (background in work history skills, and attitude)		INITIAL STAGE (CDP, JST)
ACKGROUND NFORMATION		SKILLS/ ABILITIES

I participated in the development of this employability plan and understand that failure to pursue it's objectives can result in termination. I hereby authorize the release of information from my record that is related to the completion of my plan.

Signature of Participant ____ Date ____ Network Representative ____ Date ____

NETWORK

INDIVIDUAL TRAINING PLAN

The following Individual Training Plan satisfies State of Washington Job Training Partnership Act Provision 701 by containing information which documents that the participant can benefit from the mix of services provided in preparation for an occupation for which there is a demand.

Name: ______________________________

Address: ______________________________

Phone: __________/__________ Social Security Number__________________
Home Message

1. Employment/Training Goals

A. Short Range Goal ______________________________

B. Long Range Goal ______________________________

C. Alternate Goal (s) ______________________________

D. Youth Competencies ______________________________

2. Assessment Findings

A. Work History: ______________________________

____

____

B. Qualifications/Skills ______________________________

____

C. Training/Education ______________________________

____

D. Specific Employment/Training Needs ______________________________

____

E. Life Circumstances ______________________________

3. Barriers to Employment

- __None
- __Job search skills
- __Attitude
- __Lacks aptitude information
- __Lacks job information
- __Lacks interest information
- __Counseling
- __Limited basic skills
- __Language
- ____________________
- ____________________
- __Health
- __Pregnancy
- __Child care
- __Transportation
- __No driver's license
- __Convictions
- __Handicapped
- __Voc Rehab services
- __Lacks education
- ____________________
- ____________________
- __Housing improvements needed
- __Homemaker
- __Appearance
- __New to area
- __Limited work experience
- __No recent work experience
- __Limited skills
- __Age

__________Applicant's Initials

NETWORK

INDIVIDUAL TRAINING PLAN

Relevant facts regarding barriers____

____

____

4. Supportive Services Needed

___ Child care assistance
___ Medical
___ Transportation

___ Tools
___ Uniforms
___ Clothing

___ Supplemental Training
____
____

Relevant facts regarding supportive services______________________________

____

5. Documentation that Participant Activities are for Demand Occupations

A. Do job opportunities exist for goal in local area? __Yes __No

B. If applicable, do job opportunities exist for goal in area where participant plans to live following training? __Yes __No

C. What is the predicted wage range after training/employment? _____

6. Employment Competencies to be Achieved (Youth Only)

☐ GED/Basic Skills

☐ Competency # 1 - 4

Competency #1- Occupational Assessment
Competency #2- Motivational Training
Competency #3- Occupational Research
Competency #4- Employment Planning

☐ Career Exploration

☐ Competency #5/Job Search Training

☐ Competency #6/Work Maturity Skills

Comments:____

7. Additional Comments/Information

____

____

____

________Applicant's Initials

NATIONAL URBAN LEAGUE
Seniors in Community Service Program

EMPLOYABILITY PLAN

I. GENERAL INFORMATION

Name: ____________ DOB: __/__/__ POB: ____________

Address: ____________ Phone: (   ) ____________

Age: ___ Sex: ___male ___female Social Security No.: ____________

II. INITIAL ASSESSMENT PROFILE Date: ____________

PHYSICAL CHARACTERISTICS: Height-___ Weight:___lbs Glasses:___ Ethnic Group: ____________

Appearance: ____________ Attitude: ____________

Communication Skills: ____________ Language(s): ____________

Health: ____________ Condition(s): ____________ Needs Follow-up: ____________

Handicap: Yes___ No___ If yes, specify: ____________

EDUCATION/TRAINING: Highest Grade Attained: ____________ GED/H.S. Graduate: ____________

Degrees/Licenses/Certificates: ____________

Training Skills Acquired: ____________

EMPLOYMENT HISTORY: Primary Occupation: ____________

Last Job: Date: ____________ Type of Work: ____________

Previous Jobs/Skills Acquired: ____________

PERSONAL CIRCUMSTANCES: Marital Status: ______ No. in Family: ___ Yrs in Area: ______

Community/Church Activities/Hobbies: ____________

INTERESTS/GOALS: ____________

TESTS/RESULTS: ____________

BARRIERS TO EMPLOYMENT: ____________

POSITIVE ATTRIBUTES: ____________

III. **RECOMMENDATIONS/PLAN OF ACTION:**

Type of Internship Assignment: ____________

Unsubsidized Goal(s): Primary ____________ Secondary ____________

Projected Transition Date: ____________ Relation to Labor Market Needs: ____________

Qualifications Needed for Placement: ____________

Support Services Needed: Yes ☐ - No ☐ (Specify below)

(a) Training: Pre-Job___ OJT___ Other: ____________

(b) Education: GED___ Language___ Other: ____________

(c) Employability Workshops: ____________

(d) Counseling (Individual): (Specify) ____________

(e) Social Service Referrals: SS___ SSI___ Medicaid/Medicare___ Housing_____
Food Stamps___ Transportation___ Other____________

COMMENTS: ____________

IV. EMPLOYABILITY SCHEDULE:

A. INTERNSHIP

SUBSIDIZED JOB TITLE

____

____

B. EDUCATIONAL OBJECTIVE (Classroom Training)

____

____

C. OTHER TRAINING

____

____

D. EMPLOYABILITY WORKSHOP SERIES

____

Hours/ Week	Starting Date	END DATE		Number of Weeks to Complete Objective
		Planned	Actual	

V. ADDITIONAL COMMENTS: ____________________

____

____

____

____

____

____

____

____

____
Participant's Signature Date

____
Counselor's Signature

____
Project Director's Signature

Step 6: Review Progress With Participant.

- Progress reviews are completed at established time periods.
- Progress reviews allow the participant and program staff the opportunity to evaluate the progress of the participant and to determine whether the initial plan is on target or needs revisions.
- Progress reviews provide the chance to discuss changes in the participant's situation.

  Example: In Bisbee, Arizona, while JTPA 3% participants are in training, an interview is scheduled biweekly with the staff to review progress and resolve any problems.

Re-Assessment for SCSEP Participants. Since SCSEP participants often stay in the program for longer than a year, there is the opportunity to complete a re-assessment which can note new skills acquired, changes in physical health, and in the work site or home situations since the last assessment.

The National Urban League uses a format, entitled Re-Assessment Profile, in which the staff can document changes and make recommendations for new services needed, and plans for transition for the SCSEP participant into unsubsidized employment. A copy of the form follows.

AARP has developed an enrollee job performance evaluation format for use by SCSEP projects. The host agency supervisor rates the SCSEP participant on specific performance criteria, i.e. dependability, punctuality, job knowledge, quality of work, rapport with fellow employees, etc. This format is used as a tool to help participants improve in any areas of deficiencies.

Samples:

Re-Assessment Profile for SCSEP Participants Developed and Used by the National Urban League.

AARP Enrollee Job Performance Evaluation

NATIONAL URBAN LEAGUE
Seniors in Community Service Program

RE-ASSESSMENT PROFILE

Name: ______________________________

PHYSICAL CHARACTERISTICS: (Note any changes since last assessment)

Additional Follow-up Needed: ______________________________

TRAINING/SKILLS: (Acquired since last assessment) ______________________________

PERSONAL CIRCUMSTANCES: (Note changes since last assessment) ______________________________

INTERESTS/GOALS: ______________________________

TESTS/RESULTS: ______________________________

RECOMMENDATIONS:

1. Type of Internship Assignment: (If changed since last assessment)
2. Unsubsidized Goal(s): (If changed since last assessment)
   Primary: ____________ Secondary: ____________
   Projected Transition Date: (If changed since last assessment) ____________
3. Support Services Needed: No___ Yes___ (Specify below)
   (a) Training: ______________________________
   (b) Education: ______________________________
   (c) Counseling (Specify): ______________________________
   (d) Employability Workshops: ______________________________
4. Projected Date for Next Re-assessment: ______________________________

COMMENTS: ______________________________

Staff Signature ____________ Date ____________ Participant Signature ____________ Date ____________

VIII-43 NUL/SCSP # 5/83

SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM
American Association of Retired Persons

ENROLLEE JOB PERFORMANCE EVALUATION

ENROLLEE ____________________ DATE ____________________

ENROLLEE POSITION ____________________ SUPERVISOR ____________________

TIME IN POSITION ____________________

RATINGS: Above Average: 9,8,7 Average: 6,5,4 Below Average: 3,2,1.
Specific Criteria - Should a particular criteria not apply, please note: N/A (Not applicable)

SPECIFIC CRITERIA	RATING	COMMENTS
A. DEPENDABILITY- Assumes & fulfills job assignments and follows directions.		
B. PUNCTUALITY & ATTENDANCE - Prompt/on time: Assignments, appointments, meetings, hours.		
C. JOB KNOWLEDGE- Awareness of job principles, facts, procedures, policy. Maintains awareness of trends, developments, and/or new concepts in field which may improve ability to perform job function.		
D. QUANTITY & QUALITY OF WORK - Results regarding work accomplished in meeting deadlines, schedules, assignments and projects through the efficient use of time and materials. Produces accurate results.		
E. UNDERSTANDS WHAT IS EXPECTED - Clear understanding of assignments, goals and objectives.		
F. ORGANIZATION/PLANNING - Plans activities ahead of time, sets priorities, anticipates resources.		
G. DELEGATION - Appropriately assigns, directs and follows up on activities, responsibilities.		
H. INITIATIVE - Identifies areas of agreed upon need and begins course of action planning, implementation or resolvement through self-direction.		

SPECIFIC CRITERIA	RATING	COMMENTS
I. ATTITUDE - Demonstrates a cooperative, dedicated, positive, helpful, enthusiastic attitude toward job and fellow employees.		
J. SELF DEVELOPMENT - Seeks additional skills.		
K. LEADERSHIP - Motivates, guides, promotes, stimulates cooperation, works well with participants, volunteers and committees.		
L. COMMUNICATION SKILLS - Ability to initiate as well as accept and receive positive and corrective input.		
M. RAPPORT WITH FELLOW EMPLOYEES - Demonstrates ability to work with, support and encourage fellow employees.		
N. RAPPORT WITH SUPERVISOR - Keeps supervisor informed of progress on the job and possible problems which may develop. Transmits this information in a timely manner. Complies with supervisor's instructions and works through supervisor rather than around.		
O. RAPPORT WITH PUBLIC/VOLUNTEERS - Establishes, maintains and improves relationships with volunteers and the public. Conducts business in a courteous manner. Presents this organization in a positive light.		
P. OVERALL JOB PERFORMANCE		

Q. WOULD YOUR AGENCY EMPLOY THIS PERSON IN THE NEXT AVAILABLE APPROPRIATE OPENING?

YES_______ NO________ (IF NO, EXPLAIN)

American Association of Retired Persons

EVALUATION COMPLETED BY:

HOST AGENCY____________________

SIGNED BY____________________

DATE:____________________

RECEIVED BY:

SCSEP PROJECT DIRECTOR____________________

SITE & NUMBER____________________

DATE:____________________

I HAVE READ THIS EVALUATION AND HAVE HAD THE OPPORTUNITY TO DISCUSS IT WITH MY SUPERVISOR.

DATED:____________________ ENROLLEE____________________

THIS AREA IS FOR BOTH ENROLLEE AND SUPERVISOR TO PROVIDE COMMENTS. PLEASE DO SO!

2. How Groups Can Facilitate the Assessment Process.

Many of the programs included in this study used group work with older workers during the assessment process. Some of the ways project staff reported that groups can facilitate the assessment process are listed below.

- Groups **can** help individuals **identify skills and abilities** acquired through previous work.
- Positive group support for an individual participant can **provide** more **motivating energy** than support from one counselor.
- Groups can **work through** the **"grieving process"** together. Counselors noticed that older participants learned to take themselves less seriously in a group and learned to laugh more often. Laughter was found to have a healing quality for those persons coping with losses in their lives.
- Simple exercises can be done together **promoting comraderie** and a feeling among the participants of "we are in this together."
- Participants can **learn** from each other. They can choose partners to share information and receive feedback.
- Groups can **save time** for program staff by conveying information to a large number of people, rather than one by one.
- Role playing about difficult situations, e.g. job interviews, **can teach behavior modeling** for participants.
- Guest speakers such as community experts and former participants **can convey** needed **information** to participants.

3. Simple Systems for One-on-One.

There are some occasions in which programs will be unable to assemble enough participants to make a group. For these occasions, Vermont Associates for Training and Development developed a workbook for assisting individual participants living in rural areas. The workbook entitled, One-on-One Worksearch Manual for Career Advisors, focuses on self-assessment and using a personal journal to help a participant get organized for the job search. Some of the topics from the manual are: Discovering Abilities, Reviewing Experience, Resumes, The Three Steps to Unadvertised Jobs, and the Job-Hire Interview. (Refer to Case Study #3).

The BETA corporation in Virginia developed an audio-cassette program for use by older workers in their JTPA 3% program. The tapes convey information and include motivating messages on positive attitude, self-determination, and personal organization. (Refer to Case Study #8).

For further information on these two systems, contact:

Pat Elmer
President and Executive Director
Vermont Associates for Training and Development
132 North Main Street
St. Albans, VT 05478
(802) 524-3200

Virginia Forant
Program Coordinator
BETA Corporation
5291 Greenwich Road, Suite 1
Virginia Beach, VA 23462
(804) 456-0355

4. Computerized Assessment Systems.

Another way of conducting assessment is through computerized assessment systems. The following paragraphs describe two computer systems, one used by a JTPA 3% program in the State of Washington, and the other used by the JTPA 3% program in Algood, Tennessee.

The JTPA 3% program operated by Clark County NETWORK in Vancouver, Washington (Case Study #5) uses the Valpar International MESA system for an evaluation summary. This system measures a variety of skills and abilities including:

- Academic skills (mathematics, vocabulary, spelling and reading);
- Perceptual/neurological skills (size, shape, color discrimination, eye-hand coordination, and manual dexterity);
- General problem-solving abilities;
- Vocational interests; and
- Vocational awareness.

MESA testing is done in two stages; the first stage requires a computer to test skill levels and interests; the second stage tests for aptitudes measured at a work station.

According to NETWORK staff, the MESA system is not often used for participants aged 55+. This system is most often used with displaced homemakers whose work histories are almost non-existent, or with older men who have been out of the work force for a number of years or who need to change careers due to physical problems.

For more information, contact:

Walt Gordon
Project Manager
JTPA 3% Mature Worker Program
Clark County NETWORK
1950 Fort Vancouver Way, Suite B
Vancouver, WA 98663
(206) 696-8409

The Upper Cumberland Resource Agency in Algood, Tennessee (Case Study #1) utilizes the Apticom Test Battery with all of their programs including the JTPA 3% program. The Apticom system assesses vocational aptitudes, occupational interests and the levels of educational skills.

The Apticom aptitude test measures general learning ability and verbal, numerical, and spatial aptitude. The Apticom occupational interest is correlated with the D.O.L. occupational exploration interest system. Some of the interest areas rated in this series are artistic, scientific, mechanical, and industrial.

The Apticom Educational Skills Development Battery tests basic math and language skills from the 1st grade level to the college level. This level would then be related to the general education development level required for particular jobs. Also, Upper Cumberland staff have the possibility of using the Test of Adult Basic Education (TABE). The TABE identifies the weakness of adults in three basic skill areas--reading, arithmetic, and language. It also provides an analysis of the individual's learning difficulties.

The Upper Cumberland program is required under JTPA to complete 16 hours of assessment. Program staff generally begin with a mutual assessment with active participant and counselor involvement. Then, the above mentioned formal tests can be given in addition to the Kuder Interest Inventory and the Career Orientation Placement and Evaluation Survey (COPES). The Kuder test provides information on ten (10) interest areas. These are: outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social services, and clerical. COPES measures work values and is based on research on the structure of work values.

"Its the counseling that goes with the testing that helps the participants to buy into the results. You have to play to the strengths that the assessment reveals," says Janet Hooper, the coordinator for the JTPA 3% program for the Upper Cumberland Human Resource Agency. She also added that "high support and affirmation" are given to participants by counselors administering the tests. According to the staff, they could use many of these formal tests with persons of low educational attainment. In fact, the average educational level of the JTPA 3% participants in the Upper Cumberland program was 9th grade.

For more information on using the Apticom system, contact:

Janet Hooper
Director, Special Employment Programs
Upper Cumberland Human Resource Agency
150 West Church Street
Algood, TN 38501
(615) 537-6542

E. SUPPORTIVE SERVICES

This section describes the kinds of support services needed by older workers and the supportive services provided by some 20 JTPA 3% programs.

As one project director remarked, "We must start with where the participant is at when she walks through the door for the first time. That often means taking care of emergency needs first--food, housing, and transportation." This study found that effective programs have established the mechanisms to obtain needed resources for their program participants. Program staff have developed a network in the community of personal contacts in various agencies, organizations, and community groups. They use these contacts to try to meet the support service needs of participants.

For instance, one counselor reported that you cannot talk to a participant about getting job interviews when the person needs food immediately, or needs new eyeglasses so he can fill out a job application. The food or eyeglasses must be sought first.

Supportive Services Provided by JTPA 3% Programs

Supportive services vary in number and kind among the different JTPA 3% programs, ranging from none to as many as eight different types of services. Three factors affect the number, kind and quality of supportive services provided by JTPA 3% programs; these are size of program, the funding amount, and the program location. Programs with larger numbers of participants usually provide more supportive services than programs with a few participants. Since only 15 percent of JTPA 3% funds can be spent on supportive services, it is obvious that projects with larger budgets will have more resources to work with. However, this was not always the case, as some small programs have been very successful in finding services for their participants. In large urban and suburban areas where there are many other agencies and civic and charitable organizations, supportive services are often provided by these agencies and organizations. These resources were not available in some rural areas.

The supportive service most frequently provided by the JTPA 3% programs surveyed was transportation. Almost every JTPA 3% program reported that transportation was provided to some of the participants. Transportation is provided in several different ways: bus tickets, tokens, and passes or gasoline allowances for those who drive. An allowance for gasoline was usually $2.50 a day.

About half of the JTPA 3% programs reported that they provide health care assistance. This assistance is mostly in the form of referrals to other agencies such as Public Health Clinics, Department of Social Services for medicaid approval, dental, mental health and eye clinics. Most of these projects were able to provide such essentials as eye glasses for participants who needed them.

Although no funds are provided by JTPA 3% programs for stipends to trainees, four JTPA 3% programs reported that Needs-Based Payments were provided for participants who met the eligibility criteria. The eligibility criteria is often more stringent for Needs-Based Payments than for participation in the program. Payments generally ranged from $30.00 to $50.00 per week.

Personal counseling was provided to participants in eight of the programs; sometimes by program staff or by referral to vocational rehabilitation agencies, mental health clinics, or other community-based organizations.

The review of JTPA 3% programs included in this study indicates that supportive services are indeed an important component of a successful project. Without a doubt, the number, kind and quality of supportive services provided by a project is reflected in the effectiveness of the programs, in the completions of training, and in placements of older workers.

SUPPORTIVE SERVICES

Services Provided By JTPA 3% Programs		
Service Provided	Number of Programs	Percent of Total Programs
Transportation	13	65%
Dependency Care	1	5%
Emergency Funds	7	35%
Health Care Assistance	8	40%
Personal Counseling	8	40%
Personal Needs (Clothing, Haircuts,etc)	8	40%
Tools & Equipment	4	20%
Other Assistance	16	80%
Needs-Based Payments	4	20%
Total Number of Programs Surveyed: 20		

F. BASIC EDUCATION

This section briefly describes the need for basic education by some older participants and examples of programs offering basic education.

Four percent of the JTPA 3% participants received basic education during their stay on the program, even though 24 percent of the participants had an 8th grade education or less. There did not appear to be much interest among the JTPA 3% programs in basic education remediation.

Those programs that did offer remedial education did so through GED classes, referral to reading and language classes offered through adult education programs, and remedial classes offered by community colleges.

This study found that JTPA 3% participants with a high school education or equivalent earned at placement wages 6 percent higher than persons with an 8th grade education or less. Persons with less education tended to be working fewer hours at placement.

Examples of Programs Offering Basic Education. Clark County NETWORK in Vancouver, Washington offered GED classes on-site for all JTPA participants. Some of the JTPA 3% participants had attended the classes and obtained a GED.

The JTPA 3% program in Guthrie, Oklahoma with the cooperation of a local university and vocational education counselors established literacy classes for persons aged 55 and over. They held the classes at the local housing authority with good attendance. Several people in their 80's were enthusiastically attending the classes.

G. JOB SEARCH SKILLS TRAINING

This section presents some of the common elements in job search skill training for older workers and two examples of job search training programs.

Although the approaches to job search skill training used by the programs in the survey varied in terms of the length of training, specific techniques used in training, and in the curriculum, all of the approaches had certain elements in common.

These include:

- A **consistent, structured approach** to job search skills;
- A **client-centered emphasis** on values clarification and confidence building;
- **Self-directed** job search;
- **Individualized** job development; and
- **Support and affirmation** for participants during and after job search.

Job search skills training basically teaches older workers the step-by-step process of looking for a job. It helps to minimize the frustrations experienced by job seekers by providing structure to the search and emotional support. The cliche' that "the hardest job is to find a job" may be true for those who have not conducted a job search for many years and are unfamiliar with the workings of the current market place.

Three out of every four JTPA 3% participants in this survey received job search training. This type of training has become an integral part of older worker programs. In this section, two examples of productive job search skills training are described, one in Spokane, Washington, the other in Los Angeles, California.

AARP -- Spokane, Washington (Case Study #15).

The Title V program in Spokane, Washington, administered by AARP, is funded for 50 program slots. In the program year 1985-86, 50 enrollees were placed in jobs resulting in a 100 percent placement rate. The program operator attributed some of this success to the enrollees' participation in a Job Club.

Job Club activity provided intense goal setting and self-evaluation experience which developed self-confidence and support through a group approach. The curriculum covered personal development, an organized approach to planning the job search, implementing the job search, and an evaluation by the enrollees of the skill training itself.

The following curriculum lists the major training divisions, as well as the subject content of each section.

JOB SEARCH SKILLS TRAINING--AARP CURRICULUM

I. PERSONAL DEVELOPMENT

A. Values Clarification

1. Reasons for working
2. Values related to work
3. Work needs
4. Financial needs
5. Force Field Analysis
6. Self-Actualization

B. Self-Assessment

1. Development of Work Diary
2. Skills and Abilities Acquired In Prior Work
3. Exploration of Interests
4. Type of Worker You Are
5. Self-Esteem Index
6. Learning the Art of Positive Thinking
7. Components of Success

- C. Goal Setting
  - 1. Choices
  - 2. Short-term Goals
  - 3. Long-term Goals

II. PLANNING THE JOB SEARCH

- A. Gathering Information
  - 1. Public and Private Sources
  - 2. Program Sources
- B. Researching the Job Market
  - 1. Identifying Employers to Contact
  - 2. Identifying Appropriate Contact Persons
  - 3. Ways to Apply for Jobs
  - 4. Resume/Profile Design
  - 5. Writing Cover Letters
- C. Getting Ready for the Interview
  - 1. Learning the Art of Interviewing
  - 2. Practice! Practice! Practice!

III. THE JOB SEARCH: PUTTING THE PLAN INTO ACTION

- A. Job Applications
- B. Job Interviews
- C. Re-evaluating Your Plan
- D. Gaining Group Support
- E. Getting the Job

IV. EVALUATION OF JOB SEARCH SKILLS TRAINING

- A. Rating the Training
- B. Making Recommendations

LOS ANGELES COUNCIL ON CAREERS FOR OLDER AMERICANS

The Council's approach is somewhat different from the AARP Title V program in Spokane in that it coordinates the delivery of employment services to older adults in the Los Angeles area. The one area of direct service is its Job Club. Council staff received training in Job Club methodology from Chicago's Operation ABLE under a grant from the Mott Foundation, which supports seven similar coordination councils throughout the country.

The job search skills training is offered in two parts: the Workshop and the Job Club. The Workshop is an 18-hour intensive structured training program offered for three hours a day for three days a week for two weeks. The training is then applied in a Job Club setting where applicants continue to participate until they find employment.

The Job Club meets four days a week on a continuous basis and includes cold calling employers to obtain interviews, writing letters to employers, practicing interviewing, going for job interviews, and follow-up to actual job interviews.

A review of the attached forms provides a "flow chart" of a member's progress through the job search training. The application form and an example of a typical day in the Job Club is included. Members of the Job Club will do a personal assessment, develop an employability plan, learn the rules for success, and learn the steps in a job search.

Samples:

The following forms from the Los Angeles Council's Job Club include:

1) Job Club Application

2) Rules for Success

3) Rejection Shock

4) Job Campaign Plan

5) Skills Analysis

LOS ANGELES COUNCIL ON CAREERS FOR OLDER AMERICANS

JOB CLUB
APPLICATION

Name________________________________Sex_____Age_____Marital Status_____

Address______________________________City____________________Zip_______

Phone (   )______________________Message phone ( )_____________________

Salary requirement___________________Hours desired per week_____________

How did you hear about JOB CLUB?_______________________________________

What do you feel has prevented you from finding a job?

Lack of experience______
Lack of references______
Lack of confidence______
Health______
Appearance______
Education______
Other________________________________

Financial problems______
Unwillingly terminated______
Transportation problems______
No telephone______
Age______
Poor work history______

Grade level completed________Are you currently enrolled in school?______

If now enrolled, hours and days in class________________________________

Are you currently employed?________Hours and days per week_____________

Where?____

Type of Job____

If unemployed, how long?_________________________

How long can you manage financially before a job is essential?__________

How many persons are financially dependent upon you?____________________

What transportation will you use to get to your place of work?

____

How far will you travel to get to a job?________miles________travel time

Are you free to spend four mornings or afternoons weekly on an intensive job search?______________________

Do you have family or other commitments which may prevent you from regular attendance at JOB CLUB?____

Do you have any difficulties with: Vision ____ Hearing ____ Mobility____

Other?____

In your previous jobs, what did you enjoy MOST? ____________________

What did you enjoy LEAST? ____________________

What do you consider your strongest job skills? ____________________

What do you consider your job limitations? ____________________

What do you consider your strongest personal traits? ____________________

What do you consider your personal limitations? ____________________

What job(s) would you like to do now?

____________________ ____________________

List Your Employers, beginning with your most recent or most important job (volunteer experience counts).

1. ____________________ ____________________ ____________________
Company's Name Date Stated Date Ended

____________________ ____________________ ____________________
Address Hours per week Salary

____________________ ____________________
Job Title

Work Performed (Include any tools/machines used) ____________________

Reason for leaving ____________________

RULES FOR SUCCESS

RULE #1 PLAY FOR SUCCESS, YOURS

Leave your doubts at the door. This job may not be IDEAL, recognize your confusion. Identify reasons that you may not want the job....then put them aside and enter the interview as if it was the key to the ONLY job that you might ever want! Don't fake enthusiasm. Consider these ideas:

- every job offer provides you with negotiating power
- every job offer boosts your self-image
- interviews provide you with good leads
- this job may become #1 on your preference list

RULE #2 KNOW YOUR ROLES

Successful candidates play at least three roles during an interview.

DETECTIVE - BE A SPONGE...learn about the job, the problems, your predecessor , the company's future...information is power...add to yours.

SALESMAN- PROMOTE YOUR ABILITIES

DEFENDANT- Discover doubts about your abilities. Plan positive answers to difficult questions. Adapt when necessary.

RULE # 3 COMMUNICATE EFFECTIVELY

Keep your message short and simple; be specific; use examples/achievements; don't mumble; listen with interest and respond to questions asked.

RULE #4 CONVEY A POSITIVE FIRST IMPRESSION

RULE #5 RESPECT THE INTERVIEWER

Every interviewer is different; some are qualified in your area, some aren't; some like interviewing, some don't; remember courtesy.....they provide leads to the future.

RULE # 6 RESPECT YOURSELF

Keep telling yourself you're doing "ok". Do the best you can - then forget it.

LOS ANGELES COUNCIL ON CAREERS FOR OLDER AMERICANS

REJECTION SHOCK

Suppose you follow religiously the advice outlined in this manual-- you research the market, plan your job search, prepare for interviews, follow up on all job leads - and after several weeks, find that you are still unemployed. What do you do next? The most common response is to lapse into a malady known as "rejection shock".

Rejection shock is a disease that afflicts all but the most hardened jobseeker, particularly when the job market is very tight. After a few weeks or months of knocking on doors, sending out resumes, interviewing for dozen of jobs, you find yourself becoming increasingly depressed. No one can withstand repeated rejection without experiencing some feelings of hopelessness, lack of self-esteem or loss of confidence. In it's worst form, rejection shock causes the jobseeker to give up the search entirely.

Unfortuantely, there is no magic formula that will eliminate the disease or prevent it from happening. There are several things you can do, however, to lessen its effects.

***Recognize the problem. Realize that rejection is a real problem. You are not the first person to be turned down for a job and you won't be the last!

***Console yourself. It's all right to feel bad about not getting the job. However, don't allow your feelings to get the best of you. Realize that you can be your own worse enemy. Feeling sorry for yourself may prevent you from continuing your search or following up on other job leads.

***Talk about your feelings. Don't bottle up your feelings. Explain your situation to friends and family members. Talk with other jobseekers. If possible, join a job search club. Keep in touch with people from your workshop group.

***Re-examine your job search. What can you do to improve your chances of finding employment? Perhaps your resume needs polishing or you need to spend more time preparing for interviews. Get a second opinion. A friend or counselor may be able to point out areas in which you need improvement.

***Prepare alternatives. If you haven't been able to secure the ideal position after a reasonable length of time, you may need to re-examine your goals. Set a deadline for yourself. "If I haven't found a job as a ____________________ by ____________________, I will settle for the ____________________ job." "If I can't find employment as a ____________________, I will go back to school to get the necessary skills." Compromise. Arm yourself with alternatives. By realizing that you do have several choices you can avoid succumbing to feelings of worthlessness or despair.

NAME

LEADS LIST

DATE:

Job	Company	Phone	Contact	Address	Int	Res	C/B	Comments

LOS ANGELES COUNCIL ON CAREERS FOR OLDER AMERICANS

SKILLS ANALYSIS

Functional Skills

Another word that can be used to describe this kind of skills is, basic. These are the skills that are required for a person to deal with the basic tangibles of the everyday world.

Functional skills can usually be described by using action verbs. They describe how people act upon information, people and/or things. These skills are very important because they are the transferable skills that can be used within more than one job.

Read the following list of functional skills. Circle those that pertain to you and your performance of tasks. Prioritize your choices from most to least important. To begin with, trust your intuition...YOU are the only person who can do this job well!!

gathering information
sorting
identifying
handling money easily
constructing
copying, storing and retrieving

handling with precision
editing
observing
counting
calculating,computing
managing money

helping (being of service)
researching
improvising
serving
training
working with animals
consulting
sensing, feeling
listening
planning,developing
evaluating
motivating
feeding,emptying
developing rapport
visualizing (imagining)
negotiating
managing,supervising

achieving

assembling
repairing
writing

communicating
examining

founding,leading

organizing
improving
synthesizing
inventing
counseling
performing,amusing
persuading
expediting
supporting
filing
being athletic
maintaining
coordinating
comparing

H. OCCUPATIONAL SKILLS TRAINING

Before program staff can begin planning occupational skills training, there are ten basic questions that need to be answered.

Ten Questions to Ask Before Planning Occupational Skills Training.

1. What occupations are in demand in the local labor market?
2. Which of these occupations are appropriate and of interest to older workers?
3. What skills are required for these occupations?
4. What businesses and industries will hire older workers with these skills?
5. What would be the best training methods for older workers needing these skills?
6. What training resources are available in the community?
7. Will these training institutions accommodate the learning techniques adults most often use?
8. What will be the training costs associated with these training avenues?
9. How can participants be motivated to take the risk of reentering the classroom or any other training setting?
10. What kind of placement assistance will be needed for older workers after completion of training?

These are the kinds of questions successful programs took the time to research and answer before deciding on whether they could offer training, and if so, what type of training and in what occupational areas.

Kinds of Skills Training Offered by JTPA 3% Programs.

A wide variety of services were offered to participants in 23 successful JTPA 3% programs included in the NCBA survey. Some programs emphasized skills training much more than others. About one-third of the participants in these JTPA 3% programs received skills training through on-the-job training (OJT), classroom training, and work experience. (For definitions of these three types of training, refer to Appendix A.)

The most frequently received occupational skills training was on-the-job training (OJT). OJT was received by 287 participants, 18.54 percent of the total number of participants served by these programs. Almost 16 percent of the participants received classroom training. Only 64 participants received work experience, a little over four (4) percent of the total participants.

Some of these participants received combination training, for instance, on-the-job training following the completion of classroom training.

Most of the JTPA 3% programs providing skills training emphasized training to upgrade present skills or to teach specific new job skills. These programs most often acted as "brokers" to obtain appropriate classroom training for participants through the formal education system.

Training in SCSEP Programs

Many of the SCSEP programs with high placement rates emphasized skills training. Most often, these programs sought host agencies where the participants could obtain training and learn new job skills. In addition, these programs sought occupational skills training through other avenues -- JTPA programs, adult education programs, vocational education centers, and others.

Need for Skills Training

While it is often said that older workers do not need or want training, this is not true for all older workers. Some older workers do need training in order to be competitive in today's job market. The amount of training and the type of training needed varies with the individual. This is the reason it is difficult to be definitive about what the best training is for older workers. It depends on the individual.

(1) On-the-Job Training (OJT)

There has long been an assumption in the employment and training field that OJT was not appropriate for older workers. The findings of this study are quite the opposite of this assumption.

First, OJT was not often used by the JTPA 3% programs surveyed. Some of the programs were not allowed by their funding agency to offer OJT; other programs used Title IIA (78% monies) for OJT, while others decided not to provide this service. Eighteen (18) percent of the participants in the survey received on-the-job training. For those participants receiving OJT, the results were very favorable. The placement rate for these participants exceeded 82 percent, the highest for any type of training. The average hourly wage at placement for these participants was $4.76, also the highest for any type of training. Wages ranged from $3.35 to $10.00 per hour.

Men were more likely to be given OJT than women. However, the findings show that the placement rate for women receiving OJT was as high as the placement rate for the men receiving OJT. The age of the participants receiving OJT ranged from 55 to 74. The average age was 59. The average educational level for these participants was 11th grade.

Almost 24 percent of the participants receiving OJT services were minorities. There was little difference between the placement rates for minority participants receiving OJT when compared to whites receiving OJT. One caution here is that the study sample of minority persons receiving OJT was very small. One reason for this is that many of the programs offering OJT were located in areas with small minority populations.

OJT was particularly successful for minority men. It increased their placement rate from 70.1 percent to 87.5 percent. For minority women receiving OJT, it increased the placement rate and average wage at placement by about five percent.

Recommendations for JTPA 3% programs:

- If you have not used OJT in the past, consider it as a viable training option.
- If you are prohibited from offering OJT by your funding source (e.g. SDA, PIC), then advocate for OJT services to be made available to older workers under one of the JTPA titles.
- If your program offers OJT, but has been using it mainly as a training method for male participants, examine it further as an appropriate training method for females.
- Consider OJT as a training method for minority participants.
- With OJT, the **key** element is **job match.** Examine assessment procedures to ensure that the participant's skills, abilities, and interests are matched with job requirements. Also, work values of the participants and employer expectations are important components of a good "match" between participant and employer.
- With OJT contracts, a mid-point evaluation will allow the employer and participant an opportunity to resolve problems, or if needed, to lengthen the OJT contract.

The length of OJT contracts used by JTPA 3% programs varied from 4 weeks to 6 months, with the majority of the programs using the short-term approach of about 12 weeks.

One program used Department of Labor recommendations for the amount of training needed for a particular job. Most program had a monthly or bimonthly review or a mid-point evaluation, in which detailed information was sought from the participant and the employer on the participant's performance, progress in training, and the satisfaction of both parties.

The occupations in which participants were most frequently receiving on-the-job training were: clerical positions, health services, managerial jobs (management trainees, assistant managers), skilled labor (carpenters, brick layers), typesetters, professional (accounting, bookkeeping) and sales (sales clerks, sales representatives), maintenance work (janitors, industrial cleaners, building maintenance), and other types of service positions. The wage paid under the OJT contracts generally ranged between minimum wage to $5.25 per hour. Reimbursement to employers was up to a high of 50 percent of wages, although under many of the OJT agreements the reimbursement rates were lower than 50 percent.

Five Ways of Marketing OJT to Employers Used by Successful Programs:

1. Program staff used personal visits to employers to develop training opportunities for specific participants.

2. Program staff trained participants in marketing themselves to employers and developed certification statements for participants to present to employers.

3. Several programs asked private-sector members of their advisory board to promote OJT to the employer community.

4. The Private Industry Council (PIC) widely advertised OJT in newspapers, brochures, TV and radio advertisements.

5. Program staff contacted employers after participants had job interviews, and discussed a limited OJT contract if it would improve the participant's chance of getting a job.

Steps to Effective OJT Contracts

There are other steps program staff can take to increase the number of employers accepting OJT contracts for older workers.

1. Make the contract agreement as simple as possible and still cover all the required terms--wage rate, reimbursement rate, number of hours of training, type of supervision, etc.

2. Process the agreement quickly.

3. Ensure that employers are reimbursed in a timely manner.

4. Keep paperwork to a minimum.

5. Attempt to resolve any problem the participant has before things get out of hand.

6. Monitor OJT contracts on a regular basis.

7. Evaluate at least annually the placement rate of participants receiving OJT and review participant characteristics and placement results.

(2) Classroom Training

Some 243 JTPA 3% participants in the survey received occupational skills training in a classroom setting. This training varied from a short-term approach of two weeks up to six months. Most of the training was provided by educational institutions -- community colleges, vocational education centers, adult education programs and others. One program was able to persuade employers to provide short-term classes to participants. This training was specific to the employer's type of business. A few of the programs provided in-house training for participants. Most often, in-house training was in two fields, home health care and word processing/data entry.

Research Findings on Classroom Training

Occupational Skills training in a classroom had mixed results for different groups of older workers. For minority women and white men, the training was highly successful with high placement rates and improved wages at placement. White women and minority males had similar results -- about two out of every three receiving classroom training were placed. However, white women and minority men had a higher drop out rate for classroom training than other types of training. The reason for this higher non-positive termination is not known, and may not hold true if a larger number of participant records were examined.

Classroom training was most often provided to women who were re-entering the job market. Many of the jobs they got after completion of training were entry-level jobs. This is not unexpected due to their lack of recent work experience. The average wage at placement for classroom training was lower than other types of training, most likely because of entry-level jobs.

This should not be discouraging to program operators who want to provide skills training because overall those programs surveyed that emphasized skills training generally had high placement rates and had a higher average wage at placement than other programs.

Elements of Successful Training Programs for Older Adults

Before reviewing the elements of successful training programs, the different reasons for training should be examined.

Essentially, there are four reasons for skills training for older workers. These are:

- to teach new job skills;
- to provide the opportunity for brushing up on present skills;
- to upgrade current skills;

- to prepare for an exam for a professional license or a specific trade.

Some participants may be in training for more than one reason.

Training can be provided for individual participants or to a group of participants. There are two steps that must be taken before any participant is placed in training. These include **assessment** of the participants' skills and abilities, and allowing the participant to **prepare** for training. For information on assessment, refer to Section D of this chapter.

Assessment is the key in determining the type of training the participant needs and the occupation in which the person is to be trained. The wrong type of training is wasteful of program resources, and the participants' time.

Preparing participants for training may be as important as assessment. Fear and anxiety about re-entering the classroom are often concerns of older adults. Counseling about these concerns will help the person enter the training with a more positive outlook. For example, staff of the TARGET program in Seattle, Washington refer participants to community colleges to research courses and careers so that they will become familiar with the school environment and less apprehensive about re-entering school.

Some common elements in successful training programs are:

(1) Effective programs give attention to the employment potential of the participants after completing training.

Example: The NETWORK JTPA 3% program in Vancouver, Washington must determine the demand for the occupation by utilizing a labor market survey before a customized training program is initiated. This is done to ensure employment for trainees.

NETWORK also required the training provider to commit to hire some of the trainees. For instance, they contracted with a home health agency to provide home health training to nine participants. This agency provided thirty hours of classroom training which allowed time for hands-on attention from work supervisors and for discussion of such topics as proper nutrition, how to lift and care for the disabled person, and how to deal with anger in a client. Upon completion of the training, this agency hired seven of the nine participants.

(2) Successful programs give special attention to the participants' skill needs.

Example: The JTPA 3% program operated by GROW in Rochester, New York contracts with school districts or vocational schools for specific skills training. GROW pays the cost of the training and fills the class with GROW participants. According to the program coordinator, such contracts give Grow the control of the curriculum, cost and evaluation of the training so that the training can be targeted to specific skill needs rather than on extraneous subjects.

(3) Successful programs seek educational institutions that will accommodate some of the needs of older adults.

The JTPA 3% program in Seattle, Washington found that some of the local vocational technical schools would offer classes on an open entry/open exit basis. These classes were particularly popular with older workers. Also, some schools were willing to drop pre-requisites for certain courses for older workers. Another need for some older workers is academic counseling and tutoring. Some schools are willing to designate a staff person for these duties or at least assign someone as a contact person to the employment and training program.

(4) Successful programs provide continual "support" to participants while in training and provide other support services to enable participants to complete their training.

Almost all of the directors of programs offering skills training reported the importance of "support" to participants before and during training. Program staff also stressed that participants could contact them if problems arose during the training period.

Example: In Seattle, Washington, the JTPA 3% program operated by TARGET can provide a transportation allowance for purchase of bus tokens or for gasoline for participants in training. Additionally, TARGET can provide a needs-based payment of up to $50.00 a week for participants meeting certain eligibility requirements. For some participants, the need for immediate financial assistance prevents them from entering or completing training.

I. JOB DEVELOPMENT

This section discusses a two-tiered approach to job development. Tier I entails marketing older workers as a group to employers. Tier II consists of techniques for individualized job development. This section also presents six characteristics of successful job development and ways to make your last customer your best customer.

1. Tier I -- Marketing Older Workers to Employers

Ten Ways Programs Market Older Workers to Employers

1) Media campaigns using the radio, TV, and newspapers
2) Newsletters for employers
3) Listings sent to employers describing the qualifications of older workers seeking employment
4) Employer seminars
5) Becoming a member of the local Chamber of Commerce
6) Annual events to recognize employers who hire older workers
7) Hot-line established for employers with job openings
8) Job fairs for older workers
9) Presentations to business associations
10) Surveys of employers

Marketing older workers to employers is often seen as setting the stage for job development, providing name recognition to the older worker program, and improving the general climate for older workers to be hired by private-sector employers.

The following are some methods used by effective programs in their marketing campaigns and examples of each method.

Ten Ways of Marketing Older Workers to Employers

1. Develop a media campaign using T.V., radio, news print and other sources.

Example: The JTPA 3% program in Clearwater, Florida used promotional brochures, press releases, public service announcements and other efforts to attract media attention.

Example: AARP in Spokane, Washington developed two public service announcements (PSAs). Both PSAs were aired during a very popular TV program in the area. Employers and older workers were responsive to the PSAs.

Example: The GROW program in Rochester, New York was adopted by the local Ad Council for one year. With the Council's assistance, a TV ad featuring a local popular personality was produced and became highly successful. The AD Council also assisted GROW in producing news releases.

2. Produce a Newsletter for Employers.

Example: One employment program in Florida features a business that has hired older workers in each issue of its newsletter.

Example: Monthly, Catholic Charities of Alameda County, California sends a newsletter to some 500 employers.

Example: A PIC in California devoted one issue of its newsletter (with a circulation of 6600 employers) to the employment potential of older workers.

3. Use a listing describing the qualifications of older workers currently seeking employment.

Example: The "GROW-GRAM" produced by the GROW program is periodically mailed to local employers. A GROW-GRAM is included in the samples of materials in this section.

4. Conduct Employer Seminars.

Example: Some older worker programs have coordinated and worked together to conduct employer seminars. Employer seminars are usually most effective with a group of employers in the same or similar business.

5. Become a member of the Chamber of Commerce, participate in its activities, and promote older workers when the opportunity arises.

Example: Vermont Associates for Training and Development is a member of the local Chamber, and has offices in the same building with the Chamber. The Executive Director reported that being a member of the Chamber helps their credibility in the employer community in addition to giving them the opportunity to promote older workers.

6. Hold annual events to recognize employers who hire older workers.

Example: Every year around Thanksgiving, the AARP project director in Eureka, California places an ad in the local newspaper thanking all the employers who hired older workers during the year. Flyers listing these employers are also distributed in the community.

Example: An annual "Silver Hats" awards dinner is sponsored by PETS in Clearwater, Florida to give recognition to older workers' contribution to the community and to provide visibility to their JTPA 3% program.

7. Establish a hot-line for employers with job openings.

Example: The Los Angeles Council on Careers for Older Americans has established a hot-line for employers which receives over 200 phone calls a month from employers seeking to fill job openings.

Example: The GROW program in Rochester, New York developed a Job Bank with a direct line for employers; this number is listed on all "GROW-GRAMs" distributed to employers.

8. Hold a Job Fair for older workers.

Project directors' evaluation of the success and usefulness of job fairs for older workers ranged from "totally ineffective and time-consuming" to "its a good method to obtain media attention for the program and to promote older workers to employers." Most project directors seemed to think that its immediate effect on placements was negligible, but many felt that the long-term effect on placements made it worth the time and effort. The staff interviews did not produce any consistent results on job fairs, thus the information presented will be on some of the methods used by various sponsors to plan and stage a job fair for older workers.

Most job fairs were joint efforts of a group of programs--SCSEP, JTPA programs, Job Service, educational programs and others. Often, private employers are sought for involvement in the planning of the job fair and for potential financial support.

Example. The National Urban League, in conjunction with the Capital Area Agency on Aging, and AARP sponsored a job fair for all persons aged 55 and over looking for employment in Richmond, Virginia. The fair coincided with the observance of National Employ the Older Worker Week. In addition to the opportunity to have interviews with employers during the job fair, participants could attend workshops on job search techniques, educational opportunities at J. Sergeant Reynolds Community College, and information on careers in business and health technology.

9. Make formal presentations to local business associations and to civic groups.

Example: Some programs have set up a speakers bureau including members of their advisory council, staff and volunteers with differing specialties and expertise. This cadre of speakers gives the program flexibility to respond to a variety of organizations.

10. Survey employers to learn of potential job openings.

Example: Some programs have surveyed local employers which allowed the staff to target specific industries or businesses for future personal contact and for employer symposiums. In some areas, the Chamber of Commerce periodically surveys its membership. In some instances, this information is available to the public.

Samples:

The GROW-GRAM developed by GROW of the Regional Council on Aging, Rochester, N.Y.

AARP Thanks to Employers Flyer.

G.R.O.W. - GRAM

GROW- A NON-PROFIT EMPLOYMENT AGENCY

A Program of Regional Council on Aging

SERVING PEOPLE AGE 45 and OVER

177 North Clinton Avenue, Rochester, New York 14604

Following are a few of the qualified candidates available for employment:
To arrange an interview, call GROW at:
454-3224

Spring 1985

BIOSTATISTICIAN - Mr. M.
Twenty years experience in medical and scientific research. Proficient in statistical and graphic analysis and feasibility studies. M.S. degree. OJT eligible.*

FULL CHARGE BOOKKEEPER - Ms. H.
Strong background in bookkeeping. Skills include general ledger, payroll and use of an IBM 5110. Seeking part-time employment.

TECHNICAL WRITER - Mr. H.
Experience in planning, researching, writing, editing, and coordinating the production and distribution of technical publications. Familiar with mechanical, electro-mechanical and electronic disciplines.

COOK - Mr. R.
Thirty years experience as a cook with some management responsibilities. Excellent work record.

SALES/MANAGEMENT - Ms. M.
Excellent background in setting up business. Experience in inventory, sales, marketing and selling techniques.

CUSTOMER SERVICE - Mr. H.
Personable, broad background in sales. Supervisory skills.

SYSTEMS/CONSULTANT/TRAINER - Mr. K.
Sixteen years with Chicago film. Experience in employee skills training, policies and procedures and new product implementation.

RECEPTIONIST - Ms. S.
Front desk person with good organizational skills. Presently enrolled in clerical training program.

MACHINE MAINTENANCE - Mr. K.
Over thirty years experience in repair and maintenance of precision telecommunication equipment. Electrical and mechanical assembly, inspecting and supervisory skills. OJT eligible.*

WRITER/EDITOR - Ms. T.
Experience includes writing several publications for small organizations. Active, alert, involved.

ADMINISTRATIVE ASSISTANT - Ms. G.
Efficient administrator with excellent interpersonal skills. Strong clerical background.

CUSTODIAN - Mr. A.
Experience in institutional cleaning, light maintenance and laundry work.

AUTO PARTS SERVICE - Mr. A.
Over fifteen years experience in service and auto parts sales. Interested in being a service advisor in an automobile shop or dealership. OJT eligible.

NURSING SUPERVISOR - Mr. R.
R.N. with many years experience in nursing field. Excellent work record as a supervisor and service director. Good training skills. OJT eligible.*

GROW IS A PROGRAM OF THE REGIONAL COUNCIL ON AGING **(OVER)**

Thanks for using our best resources.

- Ellen Anderson
- Arcata Economic Development
- Bank of Loleta
- Jennie Bartley
- Bayside Grange
- Bountiful Buffet Family Smorgasbord
- Cal Gas - Arcata
- California Six Motel
- Denise Callahan
- Catholic Community Services
- Central Shell Station
- Coast to Coast Store - Henderson Center
- Mary Collenberg
- Cosmopolitan Cafe
- Cutten Elementary School
- Jim Davis
- Del Norte County School District
- Barbara Dorris
- EOE Business Systems
- Easter Seal Society of Humboldt County
- Eureka Boiler Works
- Eureka Public Services Park Division
- Eureka Theatres
- Family Services - Happy Camp
- First Baptist Church (Eureka)
- Fortuna Motel and Lodge
- Fortuna Parks and Recreation
- Fresh Freeze Supply
- Fryes Care Home
- Gas and Go Mini Mart
- Giacomini Ranch
- Globe Import and Toys
- Gott Logging
- Guynup Enterprises - Eureka Forest Products
- Harbor Hot Springs Resort
- Harbor Lanes
- Harris Street Mall
- Hastings Trucking
- Henderson Center Laundromat
- Honda (Santa Rosa)
- Hoopa Resident Care Home
- Hoopa Tribal Museum
- Humboldt County Association for the Retarded
- Humboldt County Juvenile Hall
- Humboldt County Library (Arcata, Eureka)
- Humboldt County Mental Health
- Humboldt County Planning Department
- Humboldt Moving and Storage
- Humboldt Open Door Clinic
- Humboldt Senior Citizens Council
- Inside Track
- Intercept Program
- KVIQ - TV
- Kensington Place
- Laborers and HOD Carriers 139
- Vera Lockhart
- M & W Trucking
- Mark and Save
- McDonalds (Arcata)
- Michael's Tavern
- Moorehead Timber Cruisers
- New Life Services
- J. J. Newberry, Co.
- Nor Cal Answering Service
- Old Town Bar and Grill
- Pete's Super Market
- Redwood Coast Repair
- Redwood United
- Redwood Valley Mall
- Redwoods Ombudsman Program
- Sea Food Grotto
- Senior Nutrition Site (Arcata)
- Shilo Rest Home
- Six Rivers Optical
- St. Bernard's High School
- Stanwood A. Murphy Elementary School
- Sweetness and Light
- Margaret Telonicher
- Thomas Home Center
- Twelfth Step House
- Van Meter Logging
- Ada Wales
- Way Lumber

Each year, more and more employers are taking advantage of one of America's best resources: older workers. In an era in which the average worker spends less than seven years at any one job, they know experienced workers come to the workplace with a sense of responsibility, a strong job commitment and sound judgement.

This Thanksgiving, we'd like to congratulate those companies who have recognized the potential of older workers. Many have offered them additional training or recruited them to fill critical jobs through AARP's Senior Community Service Employment Program.

If you want to learn more about how your company can profit from experience, contact the Senior Community Service Employment Program office, 1656 Union Street, Room 122, Eureka, CA 95501, (707) 442-6436.

AARP

American Association of Retired Persons, Washington, D C 20049

Potential Sources of Help

Given the limited amount of funds most programs have available for marketing older workers, consideration should be given to mobilizing community resources for technical assistance in the designing of a marketing campaign, production of materials, and analyzing of media results.

Some potential sources of assistance:

- Advertising councils or local advertising agencies.
- Local media, especially public television.
- Business and civic groups.
- College and university radio and television stations. College classes in public relations or communication may be willing to conduct the work as a class project.
- Persons retired from the advertising field.
- Coordination with other agencies, such as Economic Development Agencies that may be willing to share the cost of products that might be useful to both agencies.
- Foundations and some large businesses may be willing to contribute to the cost of a marketing project.

Source: A Practitioner's Guide to Training Older Workers by Brenda Lester, published by the National Commission for Employment Policy, 1984.

2. Tier II--Job Development for Individual Participants

Tier II involves the basic process of matching the needs of the participant to the needs of the employer. Almost all of the programs in the survey did some job development, although the amount of job development and the priority placed on it varied from program to program.

The common thread reported by job developers was that **effective job matching** means knowing the participant well and knowing the needs of the employer. Skipping either one can result in placements that are short-lived. Another important aspect of job development is to know when to call on employers.

Know when it is the best time to contact employers.

Job developers for People For People in Yakima, Washington learned that Wednesday and Thursday were usually the best days to talk with employers, between the hours of 10:00am and 4:00pm. The job developers leave a brochure and business card with the employer. They often re-contact small employers who hire about 95 percent of their participants. One of the job developers said, "It's very important in a small town to know the community and to gain the trust of the employers. Small towns are often like closed shops."

Six Characteristics of Successful Job Development in Older Worker Programs

(1) Knowing the Local Labor Market.

(2) Maintaining Employer Files.

(3) Finding Niches in the Labor Market for Older Workers.

(4) Dealing with People rather than Institutions.

(5) Knowing the Participants.

(6) Having Assertive Job Developers.

For a detailed discussion of the above characteristics, refer to Volume One of this guide, Chapter Three, Section D.

Many of the programs reported that they were meticulous about keeping in touch with employers who had hired former participants. Satisfied employers were often "repeat customers" for these programs.

The following material on keeping "repeat customers" satisfied was prepared by Greg Newton for the Los Angeles Council on Careers for Older Americans. This is reprinted from their Newsletter, entitled NETWORKING.

YOUR LAST CUSTOMER SHOULD BE YOUR BEST CUSTOMER

(by: Greg Newton)

The employers who have hired your participants in the past should lead to referrals to other employers who may want to "buy your product." Always consider the competitors of those employers as another potential target market, since their similarity may lead to similar buying behavior.

There are a number of ways to use your satisfied customers to make more sales:

1. **First...Make Sure You Make Them Satisfied Customers**

   It is sometimes tempting to make a placement even if it is not the appropriate one. If you do you may get a single job, but run the risk of losing many more jobs for your participants in the future. Make sure that the person referred is job-ready and will perform well in his/her new position; the employer will see the new hire as an indication of your program's quality and, consequently, use it as one factor in deciding whether to use your services again.

2. **Keep Them Satisfied**

   Provide good post-sale follow-up with the employer. Continue to build on the working relationship that you developed during your contacts in the initial job development process.

   o **Schedule a post-sale follow-up visit** about one month after the hire. Ask how your past-program participant is performing in his or her new position. Ask if there is anything else you can do. Use it as a market research opportunity for future improvements in your job development efforts -- ask for feedback on the process that you used in your job development with that employer.

- **Survey them by mail** for the quality of service and their satisfaction with your services. Respond to their comments and tell them of the changes you will make because of their suggestions.

3. **Stay in Touch**

Remind your past customers that you continue to be ready to serve them...and to provide them the quality workers and service that they need in their business and that you have provided to them in the past.

- **Send them a follow-up letter to thank them** for their purchase.

- **Find a way to stay in touch** at least every three months.

- **Put them on your mailing list.** Send them your employer newsletter. (You do have one, right?)

- **Inform them of any program improvements** that you make and any changes in your location or telephone number.

- **Include them in your publicity**, news releases, and public relations campaigns. Say that you appreciate them in your ads. Give them awards. Recognize them publicly. They will appreciate your marketing for them...especially, since you will be asking them to market for you.

4. **Tap the Opportunity for Tag-On Sales**

Ask them to buy more...ask them to hire more of your program participants. After they have hired one, ask them to hire two more.

- **Use the final sales meeting to begin assessing future hiring plans.** What other positions do they have open? When do they think they will be hiring again? Are there other divisions in the same company that are hiring? Promote another current program participant that you believe they would be interested in hiring.

- **Note the time of the year the customer bought.** Contact them again at the same time next year. Hiring is often in cycles and tied to the calendar. Ask when the time is right and when the customer is most likely to want to buy.

5. **Seek Referrals and Endorsements**

A cold call always warms up when you have the name of a business colleague or friend to mention. Always ask your past customer to refer others that may want to buy your products.

- **Encourage referrals by asking questions.** Who else do you think we could help either inside or outside this company? Is there someone from your trade association that you believe could benefit? Someone at the Rotary Club or in this Industrial Park? Leading questions such as these will help you jog your customer's memory and bring names to mind.

- **Give them extra copies of your marketing materials** and business cards. Ask the employer to pass them on to others that may be interested.

6. Use Your Satisfied Customers in Future Promotions

Employers will always believe other employers more than they believe you. Third-party recommendations and success stories lead others to want to buy.

- **Ask them for a quote for your next brochure** or direct mail letter to employers. Can you use their name? (Remember, most companies will appreciate the publicity from such quotes, and feel as though you gave them a gift, rather than doing you a favor.)

- **Interview them for a feature article in the local paper.** Would they be willing to write a letter to the editor about your services? Will they let you take a picture of them with your past program participant for inclusion in your next exhibit and portable display?

- **Invite them to serve as a speaker** at your next employer seminar.

- **Determine their potential interest in providing sponsorship** for your promotional materials and special events, such as job fairs.

Take Care of Your Past Customers and They Will Take Care of You

Your customers should be cherished and nourished. They are the reason you exist. A buyer only really becomes a customer when the relationship is an ongoing one. You will be able to solve each other's problems in the future because you have done so in the past.

Begin today to make your last customer your very best customer.

THIS IS REPRINTED FROM THE NEWSLETTER, NETWORKING, published by the LOS ANGELES COUNCIL ON CAREERS FOR OLDER AMERICANS; Ann Ransford, Director.

For practitioners who want to learn more about job development, refer to the section on labor market information in Chapter VII of this Volume, and to Chapter III, Section D, in Volume One describing the Job Development Model for JTPA 3% programs. Also, all case studies in Volume One have information on job development.

J. FOLLOW-UP

The follow-up systems of the programs surveyed ranged from a one-time contact at 30 days after placement to verify employment to comprehensive follow-up one year after placement. Some programs record retention rates at the 30-day contact, others document retention rates at the 30-day follow-up, 3-month follow-up and 6 month follow-up. A few programs were beginning to collect enough data at 12 months after placement to see trends in the retention rate and progress of participants who remain on the job.

Comprehensive Follow-up Systems. Programs that have comprehensive follow-up systems use a variety of contact methods (telephone, letters, visits to employer). The frequency point of follow-up contact also differs. For example, Vermont Associates conducts follow-up at 30 days, 3 months, 6 months and recently added a contact at 12 months after placement.

From their experience, 71 percent of the JTPA 3% participants they were able to make contact with were still employed at 6 months after placement. The retention rate for Title V participants at the 6 month follow-up was slightly higher with 76 percent still working and most (87 percent) were with the same employer.

The National Urban League has 3 contact points after placement for their Title V program. They have developed a single form in which they can record employment status, wages, employer name, and information received from the former participant and employer. Participants were visited on their job site. They have the opportunity to comment on their own attendance, punctuality, and performance on the job as well as how they feel about their relationship with their supervisor and their peers. They were asked about their satisfaction with their job and with the Title V services they had received.

During these visits, the Urban League staff also spoke with the employer and asked for feedback on the participants' work performance. This allowed an opportunity if there were problems for the staff to help resolve them. If things were going well, it presented the opportunity to further promote the program with the employer and to open the door for potential placements in the future. A copy of the National Urban League follow-up form follows.

For more information on extensive follow-up systems, refer to the JTPA 3% program case studies in Chapter Three of Volume One of this technical assistance guide.

NATIONAL URBAN LEAGUE
Seniors in Community Service Program
UNSUBSIDIZED PLACEMENT FOLLOW-UP

30-DAY FOLLOW-UP:

Participant: ______________________ Date Contacted: ______________________

Employer: ______________________ Date Contacted: ______________________

Same employer as at termination: ☐ Unemployed - ☐ Status Unknown - ☐

Employed elsewhere ☐ New employer: ______________________

Wages: $_____ per hour Staff Signature: ______________________

Participant's Comments	Excl	Good	Fair	Poor	Employer's Comments	Excl	Good	Fair	Poor
Attendance					Attendance				
Punctuality					Punctuality				
Performance					Performance				
Relation w/Supervisor					Cooperativeness				
Relation w/Peers					Relation w/Supervisor				
Satisfaction w/Job					Satisfaction w/Peers				
Satisfaction w/SCSP Services					Satisfaction w/Participant				

Support Services Needed: ______________________

Other Comments: ______________________

3-MONTH FOLLOW-UP:

Participant: ______________________ Date Contacted: ______________________

Employer: ______________________ Date Contacted: ______________________

Same employer as at termination: ☐- Yes Unemployed - ☐ Status Unknown - ☐

Employed elsewhere ☐ New Employer: ______________________

Wages: $____ per hour Staff Signature: ______________________

Participant's Comments	Excl	Good	Fair	Poor	Employer's Comments	Excl	Good	Fair	Poor
Attendance					Attendance				
Punctuality					Punctuality				
Performance					Performance				
Relation w/Supervisor					Cooperativeness				
Relation w/Peers					Relation with Supervisor				
Satisfaction w/Job					Relation w/Peers				
Satisfaction w/SCSP Services					Satisfaction w/Participant				

Support Services Needed: ______________________

Other Comments: ______________________

6-MONTH FOLLOW-UP:

Participant: ______________________ Date Contacted: ______________________

Employer: ______________________ Date Contacted: ______________________

Same employer as at termination: ☐ Unemployed - ☐ Status Unknown - ☐

Employed elsewhere ☐ New Employer: ______________________

Wages: $____ per hour Staff Signature: ______________________

Participant's Comments	Excl	Good	Fair	Poor	Employer's Comments	Excl	Good	Fair	Poor
Attendance					Attendance				
Punctuality					Punctuality				
Performance					Performance				
Relation w/Supervisor					Cooperativeness				
Relation with Peers					Relation w/Supervisor				
Satisfaction w/Job					Satisfaction w/Peers				
Satisfaction w/SCSP Services					Satisfaction w/Participant				

Support Services Needed: ______________________

Other Comments: ______________________

SUMMATION:

In summary, there are many parts to an older worker placement program. Each part -- recruiting, assessing, training, and placing older workers -- must mesh with the other parts and be effectively managed. Each part must be well organized, but flexible enough to meet the special needs of individual participants. Each component of the program should be periodically assessed along with the placement outcomes. Poor performance in one particular area can affect the overall placement performance of the program and services to the participants.

In this chapter, common elements of successful programs were identified to provide information on effective placement techniques and tools for practitioners to choose from for use in their daily work.

Appendix A

Definitions

On-the-Job-Training (OJT): Skill training in a specific occupation in an actual work setting. OJT contracts are usually established with the intention that the participant will subsequently become a regular employee of the employer providing the OJT. Employers are reimbursed for up to one-half of a trainee's wages for a period of up to 6 months.

Classroom Training: Occupational skills training is conducted in a school-like setting and provides the academic and/or technical competence required for a particular type of job.

Work Experience: Short-term subsidized employment designed to assist participants in entering/re-entering the labor force or in enhancing their employability.